STANDARDS, TRAINING AND REWARDS OF TEACHING EXCELLENCE ACROSS EUROPE:

The Implementation and Evaluation of a Pilot Common Teaching Qualification Scheme and Training Course for Higher Education and Measures for Rewarding and Promoting Teaching Excellence in 4 European Universities

August 2023

E-NOTE INTELLECTUAL OUTPUT 4

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EXECUTIVE SUMMARY

Standards, training and rewarding of Teaching Excellence across Europe is the focal point in this report. We explore how teaching qualification schemes, training courses for higher education as well as measures for rewarding and promoting teaching excellence are implemented and evaluated in various institutions across Europe.

The report builds on the former E-NOTE reports, moving from drawing a picture of how Teaching Excellence is dealt with across Europe and with examples from the rest of the world (E-NOTE IO1 2022) on to spelling out examples of *Best Practice* of Teaching Excellence (E-NOTE IO3, 2023). Furthermore, this report benefits especially from the four Teaching and Supervision Excellent online training weeks run by the E-NOTE project. We describe *how* teaching qualifications schemes, training courses and rewarding and promoting schemes and procedures are designed, implemented, practiced and evaluated. We have chosen to show the variations not only best practice. In addition, the scene is set, by introducing some conceptualisations of regulation, implementation and evaluation ensuring some kind of common thread in the examples from different countries.

The overall conclusion is that no one size fits all. Instead, it is important to consider different (pre) conditions when teaching should be improved and developed. A lesson learned is that development of teaching excellence by introducing standards, training and rewarding takes time. This is relevant whether we think of the individual teacher, group of (course) teachers, a department, an institution, a national agency or politicians. In addition, different political, economic, social and cultural environments influence what kind of standards, types of training and rewarding that would be of relevance and possible to implement. That said, the ambition of striving for standards that support development of teaching excellence, and the acknowledgement of teaching on equal footing with research could support the mobility of teachers across Europe.

The target groups for this report 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.

The report should serve as an illustration of how several universities deal with the implementation and evaluation of the practices we focus on. We hope the report will be an important tool for especially universities beyond the partnership circle to stimulate further reflection on possible ways of implementing and evaluating teaching qualification schemes, training courses for higher education as well as measures for rewarding and promoting teaching excellence.

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1. INTRODUCTION

Standards, training and rewarding of Teaching Excellence (TE) across Europe is the focal point in this report. We build on the former reports and activities in the E-NOTE project. That is the overall mapping of teaching excellence in Europe and with snap shots from the rest of the world as well (IO1). Furthermore, we have a collection of examples of teaching excellence as the partners in the E-NOTE project think can be of inspiration for others (IO3). When it comes to teacher training, a common curriculum has been developed. It consists of numerous syllabi covering all aspects of teaching and (PhD) supervision including administration and management. You may pick one syllabus or several syllabi and design your own institution's training programme (IO2). Finally, the two teacher training and two PhD supervision training weeks serve as sources as well.

So far, the overall conclusion of all outcomes is that not one size fits all and that the features and kind of teaching qualification schemes, teacher training programmes and ways of rewarding and promoting teaching excellence varies across countries and institutions. The different political, economic, social and cultural environments influence what kind of standards, types of training and rewarding that would be of relevance and possible to implement. Therefore, the scene is set, by introducing some conceptualisations of regulation, implementation and evaluation. Within each section, the partners highlight the features of their setting (section 3-5). The readers should pay attention to how the preconditions coexist in their setting (national or institutional level) and consider those when planning.

The following sections are dedicated to three themes. Firstly, a common qualification scheme that addresses the expected merits a teacher should meet at different career levels such as promotion schemes. Each partner illustrates how teaching qualifications schemes are implemented and evaluated and how and to what extent these interact and influence merits for research (section 6).

Secondly, the implementation and evaluation of (common) teacher training courses are on the agenda. This includes examples from the partners but also the experiences gained from the implementation and evaluation of the two teacher training courses and two PhD supervision-training weeks within the E-NOTE project (section 7).

Thirdly, the implementation and evaluation of rewarding and promoting of TE are at the centre. The content is a mix of promotion schemes and tenure track systems as well as teaching awards, teaching academies, allowances, bonuses, etc. Each partner provides examples (section 8).

To describe, analyse and discuss this wide topic: Standards, training and rewarding of Teaching Excellence across Europe, we investigate how *teaching qualification schemes, training courses for higher education as well as measures for rewarding and promoting teaching excellence are implemented and evaluated in the E-NOTE project partner institutions as well as the results from a survey among 40 member universities in the Coimbra Group.*

However, striving for and succeeding in development of TE takes time. Often much longer than politicians can think of. Therefore, we begin with a description of how three different programmes came into existence. The purpose is twofold. One aspect is to use already existing programmes as a source of inspiration concerning good examples as well as pitfalls. Another aspect is that the examples illustrate that improvement and development of teaching and learning initiatives take years. You must be patient. It is an illustration of how a one-step a time strategy could work in different ways. The examples are the Teaching and Learning in Higher Programmes in Denmark, Swedish Micro-cultures and Teaching Academies models as well as the Dutch University Teaching Quality programme (UTQ).

To remind the reader of the common framework that influences higher education around Europe there is a short paragraph about the Bologna Process. The understanding of teaching excellence within this agreement influences the handling of regulation, implementation and evaluation of initiatives to ensure teaching excellence in all European countries.

1.1 Implementation Takes Time

To illustrate how long the development and implementation of various pedagogical initiatives takes, you get a brief introduction to the 'history' of pedagogical courses in Denmark, The Netherlands, and Sweden including some remarks about the UK. The overview focuses on three milestones. Firstly, on the timing of the first teacher training courses, secondly on the creation of the first teacher training programme and thirdly on the requirement of continuous development of staff pedagogical competences.

In Denmark, the first pedagogical course dates back to 1967. This is similar to other countries for example Sweden, Norway, The Netherlands and the UK. However, the development varies from country to country regarding the formal regulation, including whether pedagogical training is mandatory or not. Furthermore, the organisational set-up differs, too. This is a short introduction to the situation today in selected countries, i.e., you should not expect a detailed development history from each country.

At a national level in **The Netherlands** (defined as the macro-level in this context), there is a National University Teaching Quality agreement between 14 universities about a specific framework for teacher training that the universities implement according to their educational visions. The University Teaching Quality (UTQ) programme dates back to 2008 and it 'is a proof of didactic competence for lectures in academic higher education. Lectures who are certified are recognised by all 14-member research universities in the Netherlands as being qualified to teach at the higher academic level. UTQ certification enhances and assures the quality of academic higher education.'[1] The Dutch, national unity regarding teacher training is exceptional in an international perspective, which is interesting. Today, there is also a Senior Teaching Qualification (SKO). 'This qualification shows that you possess strong didactic and educational skills and that you contribute to the development of education beyond your own course or discipline.'[2] You apply to get access to fill in a portfolio. Your application is a CV in which you reflect upon four learning objectives[3]. Some universities also have a Teacher's Academy (like the Swedish Teaching Academies) where excellent teaching is awarded. As an example, you can read more about Leiden University's Teachers Academy established in 2014[4].

In **Denmark**, each university, i.e., each institution, which is defined as the meso-level in this context has its own teacher-training programme (University of Copenhagen has three). The first teaching and learning unit were established in 1992 with students' and teachers as the primary target group. When teacher training for assistant professors / postdocs became mandatory by law in 1993, teacher training programmes were initiated step-by-step at the eight Danish Universities. Until every institution had at least one teacher training programme those without programmes paid other universities when their employees participated in a teacher training programme. Today, a programme last for 175-250 hours and the major themes addressed are learning theory, course planning, implementation and evaluation, different teaching methods, collegial supervision, collaboration with students and colleagues and ongoing development and quality assurance of the study programme along with continuous development of one's own teaching and learning competences. This is supported by the development and use of a teaching portfolio.

From 2020, it became mandatory by law for all members of staff at Danish universities to develop their pedagogical competencies on a regularly basis and keep a teaching portfolio. Each university should decide upon the actions that they want to take. At the University of Copenhagen, it was decided that all staff members as a minimum shall document (in a teaching portfolio) that they participate in 'a pedagogical activity' every third year. At the Faculty of Social Sciences, the activity that is being implemented is peer group mentoring, also labelled collegial supervision (de Lange & Wittek 2023). Department of

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[1] https://www.universiteitenvannederland.nl/en_GB/utq

[2] https://www.staff.universiteitleiden.nl/human-resources/mobility-and-career-guidance/teacher-professionalisation/senior-teaching-qualification

[3] https://www.staff.universiteitleiden.nl/binaries/content/assets/ul2staff/po/opleidingen-en-mobiliteit/stq-final-learning-objectives.pdf

[4] https://www.staff.universiteitleiden.nl/human-resources/mobility-and-career-guidance/teacher-professionalisation/teachers-academy

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Political Science runs the first round of collegial supervision in autumn 2023, i.e., development and especially implementation of teacher training activities takes time! Since 2009 the Faculty of Social Sciences at Aarhus University has run a programme for supervisors that was defined as mandatory by the dean as well as there were economic incentives (both 'sticks and carrots') attached to the programme. Even though resistance was common in the early days, since faculty members did not felt they needed any pedagogical training at all, this successful programme is still in existence (Wichmann-Hansen, Godskesen & Kiley 2020).

In **Sweden**, The General Assembly of The Association of Swedish Higher Education (SUHF) agreed upon common 'Recommendations on general learning outcomes for the teaching qualifications required for employment as academic teacher and on mutual recognition' in 2016[5]. This includes some minimum standards of number of teaching days as well as the formulation of the overall learning outcomes for required teaching qualifications. This Recommendation is not as specified as the Dutch UTQ and in Sweden, the implementation of training programmes is organised at Faculty level.

Long before this agreement was a reality teacher training has taken place at Swedish Universities at Faculty-level, which in this context is defined as the micro-level. One of the first and today, most well know examples of teacher training both in and outside Sweden is a model of community building and ongoing teaching development at the Faculty of Engineering at Lund's University dating back to the 1990s. The model is based on creation of communities, or 'micro-cultures' as they are called in Lund, where dialogues about teaching and teaching development takes place. At pedagogical courses, the participants write a report based on a project in collaboration with colleagues. The project chosen is close to their practice and experience; they should focus on potential improvements. In the process, the project report is peer reviewed, thereby conversations about teaching are initiated. More conversations take place at conferences and with critical friends. By talking and reporting about teaching, the quality of teaching increases to the benefit of student learning. The theoretical frame for the discussion among other things is that it is possible to improve teaching practices by supporting the improvement of conversations with "significant others" about teaching. Keywords are micro-culture, dialogue and networking (Mårtensson, Roxå & Olsen 2011; Roxå 2018)[6]. Furthermore, excellent teachers can apply for the Teaching Academy and get an award (see chapter 1 and 7).
What you see in Sweden is very much a bottom-up process, starting with teacher training courses in the 1960es and with an ongoing institutionalization of courses and practices. At Lund's University, the Faculty of Engineering was a forerunner that spread to other faculties at the university and to other universities in Sweden as well.

For comparison, a few inputs about the Teaching Excellence approach in the UK, since this seems to influence and inspire especially management due to a number of indicators (metrics) in use regulating for example funding (TEF). On the teacher training side, the UK-based 'Advance HE' (former Higher Education Academy, HEA) launched the first UKPSF (The UK Professional Standards Framework for teaching and supporting learning in higher education) in 2006. The newest version is from 2023[7]. The framework is not only in use in UK but also around the world. In Denmark for example, the Copenhagen Business School use this programme for teacher training[8].

The UK Teaching Excellence 'journey' dates back to the 1990es where the establishment of quality and base line standards were launched.

Thus, the implementation of teacher training programmes takes time and there is not a single way of doing it. These few examples also demonstrate variations according to government influence, whether initiatives are volunteer or mandatory on to national initiatives taken by all universities as well as forerunners at faculty level. Furthermore, you see a development from

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[5] https://suhf.se/app/uploads/2019/03/REK-2016-1-On-general-learning-outcomes-for-teaching-qualifications_Dnr-024-16.pdf
[6] See Torgny Roxå presentation on the website of 'Our strategy for academic development'. https://www.lth.se/english/cee/
[7] https://s3.eu-west-2.amazonaws.com/assets.creode.advancehe-document-manager/documents/advance-he/PSF%202023%20-%20Screen%20Reader%20Compatible%20-%20final_1675089549.pdf
[8] HETEP – (cbs.dk)

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Milestones	Denmark	Sweden	The Netherlands	The UK
Courses	1967	1960s		
University Teacher Training (UTT) Programme	1990s	1990s	2008	2006
Location of organisation of University Teacher Training According to Levels:				
Micro Level	Institutional	Faculty		
Meso Level				
Macro Level			National: UTQ	National: UKPSF
Continuous Development of Pedagogical Competences	2007 UCPHA mandatory 2009 Aarhus University			
Regulations enshrined in national law?	Yes, national law		Law of Higher Education and Scientific Research (1992; revised 2023) contains general goals for higher education teaching; Dutch Accreditation Act (2018)	
Nature of Training: Mandatory or Voluntary	1994 TT mandatory for new teachers 2020 TT mandatory for all staff.			
Qualification System	The Danish Framework for advancing pedagogy		Utrecht (1995)	
Award Schemes		Teachers Academy at some Faculties (FE, Lund xx)	Teacher of the Year Award (Utrecht 1994) Teachers Academy at some universities (Leiden 2014)	
Promotion Schemes for Teaching				

single courses to training programmes especially for newcomers followed by implementation of courses for senior staff implying the importance of ongoing development of pedagogical competences.

Overall, these changes have been labelled 'as institutionalization of academic development' (Stensaker et al. 2017, 2) where one layer is put on top of another. This process challenges the organisation; since new tasks should be implemented and at the same time be coordinated with, existing tasks (ibid. 2).

Of course, organised, mandatory teacher training is not a guarantee of improved teaching and learning. A challenge similar to other courses is how to apply new knowledge in practice, the 'Returning home problem'. A possible coping strategy is to conduct team-based faculty development, preferably within the organisation (Laksov, Elmberg, & Björk, 2022).

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1.2 Common Standards

The understanding of teaching quality and teaching excellence within the Bologna Process affects the various countries' regulations, implementation and evaluation of higher education. The overall purpose of Bologna Process from 1999 including 29 European countries is to standardize higher education across Europe and thereby advance mobility for both students and staff as well as quality assurance. Today 48 countries are part of the agreement[9]. You may in general terms state that teaching excellence should contribute to ensure that students achieve the goals and outcomes stated in the Dublin Descriptors. Furthermore, to fulfil the quality requirements of the standards and guidelines in the Bologna process, all participating countries should have an accreditation institution. These institutions accredit new programmes as well as making sure that existing institutions have well-functioning quality assurance systems in place. The measurement of quality affects the institutions' approach towards teaching quality. In some cases, quantitative measures outnumber qualitative measures. However, that said, the 48 countries handle the standards differently for various (good) reasons.

2. METHODOLOGY

This report is a result of a combination of different methods. Desk research is one source as well as the previous E-NOTE reports (E-NOTE IO1 2022; E-NOTE IO2 2023; E-NOTE IO3 2022). In addition, The Coimbra Group has conducted a survey among all member universities and the result from the survey provides insightful knowledge and broaden the perspective drawn by the four partner universities (Coimbra Group 2023).

The four partner universities, consisting of senior and junior faculty members as well as administrative staff, include the University of Copenhagen (Denmark), Charles University (Czech Republic), Leiden University (The Netherlands) and University of Coimbra (Portugal), which have contributed to the desk research. This includes a contextualization of the national approach to regulation, implementation and evaluation of a common teaching qualification scheme, training courses for higher education teaching and ways of rewarding and promoting teaching excellence. In many cases, the partner universities exemplify the national approach with their local practice.

The office of the Coimbra Group conducted an online survey among the network of 40 European member universities and Copenhagen University (the only non-member partner in the E-NOTE project). The questionnaire included 19 questions with a mix of close-ended and open-ended questions aimed at gathering information about teaching excellence implementation practices at European universities within this report's scope. One exception is questions about measures for rewarding and promoting teaching excellence. Therefore, there is not a cross-university perspective in section 8. The sample consists of 21 universities, representing 4-6 respondents from Northern, Eastern, Southern and Western Europe. This survey is thus representative for universities across Europe. As an example of the planning, implementation and evaluation of a teacher training course, we describe and reflect upon our experiences with the four E-NOTE one-week online training events. Besides the course material, we also include the results of the participants' evaluation of the training weeks (section 7.6).

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[9] https://education.ec.europa.eu/education-levels/higher-education/inclusive-and-connected-higher-education/bologna-process (European Education Area), 14. July 2023.

3. FORMS OF REGULATION OF UNIVERSITIES / HIGHER EDUCATION

In Europe, governmental regulations of the university sector are common, since universities in various ways are affected by ".. *All forms of social or economic influence—where all mechanisms affecting behaviour—whether these be state-based or from other sources (e.g., markets)—are deemed regulatory. … regulation may be carried out not merely by state institutions but by a host of other bodies, including corporations, self-regulators, professional or trade bodies, and voluntary organizations."* (Baldwin, Cave & Lodge, 2011, 3). Despite this broad definition, policies and regulations vary from country to country even though as Griffioen, Ashwin and Scholkmann (2021, 168) conclude "*Although the state as legislative bodies … formally has similar policy making responsibilities for higher education"* a study of three European countries *"show substantial differences".*

To simplify, one can distinguish between hard and soft regulation that can be translated into a 'sticks and carrots'-type of approach. Hard regulation is laws and rules that can be sanctioned (sticks, 'force us') whereas soft regulation could be economic incentives (carrots, 'pay us') and information (sermons or 'persuade us') (Vedung 1998, 29ff).
Below follows a description of the regulation of universities in the (four) partner-countries. In addition, the results of the survey among the Coimbra Group member universities are included providing a (broader) cross-university perspective. This is an illustration of the variation in settings and contexts that universities should consider, when implementing, for example, teaching qualification schemes, training courses for teachers and PhD supervisors as well as ways of rewarding and promoting teaching excellence.

3.1 Denmark

All universities should comply with various governmental *laws and rules*. Within a law, such as The Danish Act on Universities,[10] formal rules are laid down concerning the required elements in the educational programmes, the organisation of the university, such as the Board, the external panel, rector's duties and obligations, the Faculty Councils, regulation of the study programmes and so on. If those rules are not adhered to, there might be sanctions that could ultimately lead to the closing down of a study programme, cuts in funding, cuts in the number of students that can be enrolled in a study programme or rejection by the Danish Accreditation Institute of an application for a new study programme.

Economic policy instruments, i.e., incentives such as increases or cuts in funding is a way of regulation. In Denmark, an amount of the funding for education is redistributed according to the students' completion rates. Furthermore, from 2023 universities might experience budget cuts if students' satisfaction decreases in the Ministry of Higher Education and Science's 'Learning Questionnaire' ('Læringsbarometeret')[11]. Hence, universities would probably put more emphasis on students' wellbeing and study environment.

Information as a form of regulation is about influencing 'the other' through persuasion, knowledge transfer and communication (Vedung 1998, 33). Some examples, the Danish Ministry of Higher Education and Science invite the higher education community to a conference on the life-science industries needs concerning future competences. I.e., universities are expected to educate candidates that can perform within this sector. The Danish Accreditation Institution hosted a seminar about 'Research Based Teaching'; this can be seen as knowledge sharing as well as an ambition that universities could strive for. Furthermore, the results of the Ministry's questionnaires 'Learning Questionnaire' (footnote 11) and "Uddannelseszoom"[12] give both students but also the public as such an opportunity to compare different aspects of teaching and study programmes across institutions, creating a subtle pressure to align attention and strategies in order not to diverge on parameters' that are designed by government. In addition, the Ministry's teaching prize could also be interpreted as a steering instrument – due to

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[10] https://www.retsinformation.dk/eli/lta/2019/778 Link to a Danish version.
[11] https://ufm.dk/en/education/analyses-and-statistics/laeringsbarometer sporgeskema-til-studerende-engelsk.pdf (ufm.dk)
[12] The aim of Uddannelseszoom is to support applicants' choice of study programme through comparison https://www.ug.dk/vaerktoej/uddannelseszoom/ (Danish only).

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the criteria in use. However, even though there are criteria to be met, the selection of candidates is not transparent (E-NOTE IO1, 2022, section 3.3 and 6.3).

As the introduction in this paragraph illustrates, Danish universities experience different kinds of regulations that to some extent are intertwined. The overall picture is that both laws, incentives and information regulate and influence Danish universities. However, when it comes to teaching excellence, the picture is more blurred, primarily because teaching excellence so far is not captured in one figure. As described in section 1.1, the law states that teacher training and keeping a portfolio is mandatory for both 'new' teachers as well as senior staff. However, the universities design and decide by themselves how they fulfil these requirements. In addition, 'The Danish Framework for Advancing University Pedagogic' could be perceived as a bottom-up initiated tool in a governmental perspective, but as a top-down tool in a faculty/departmental perspective. In daily life, the tool seems to be of inspiration for the universities' development of promotion schemes (E-NOTE IO1, 2022, section 6.3). Moreover, 'teaching quality' is in focus in evaluations at all levels, including course, programme and institutional level, i.e., the quality assurance system mentioned above. Furthermore, students' satisfaction, completion and employment rates are included in a ministerial understanding of teaching quality.

3.2 Portugal

In Portugal, differently from other cases in this consortium, there is no formal governmental regulation about implementation and evaluation schemes for teaching excellence. Nevertheless, there is a legal framework for assessing teaching performance, which then is implemented at Universities' level, and where the specific criteria for this assessment are defined. There is also recognition at national level that HEI should guarantee a high quality of pedagogical and scientific activity, without explicitly clarifying what this 'quality' means and implies. For example, the Portuguese Ministry of Science, Technology and Higher Education introduced in 2019 a recognition for '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 a BA programme with grades equal or above 17 (out of 20). This illustrates teaching excellence as an item on the agenda.

One of the main indicators of existing concern with assuring the high quality of teaching programmes, with implication for evaluating teaching qualifications schemes, measures for rewarding, etc., is the setting up of the Portuguese Agency for Assessment and Accreditation of Higher Education (A3ES), a private institution that accredits and periodically assesses HEI, their formative offer, teaching staff, non-teaching staff, etc. The National Agency A3ES coordinates with the Ministry of Science, Technology and Higher Education in assuring HEI compliance with national regulations. To the effect of this report, the evaluation process conducted by the A3ES includes criteria such as the scientific level of teaching, teaching and learning methodologies, teaching staff qualifications, and the strategy adopted to guarantee teaching quality and the way it is implemented. In this way, it reflects a step forward in terms of considering teaching qualification and evaluation key to a level of excellence at HEI.

Moreover, as mentioned, there is a legal framework for assessing teaching staff performance, which includes four dimensions: research, teaching, outreach and management, quite similar to the Danish promotion schemes. These dimensions are the same for all Portuguese higher education institutions, but their weight may vary depending on each university ruling, although more weight is always overwhelmingly given to scientific research. Teaching staff performance assessment thus varies depending on the weight attributed to each of these dimensions, as well as in some cases to the teaching staff category (e.g., assistant professor, associate professor, full professor). The ruling at the national level follows a top-down approach, which 'forces' HEIs to comply with the established regulations.

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3.3 Czechia

The key rules that frame teacher qualifications in Czechia are the Higher Education Act[13] and the government regulation setting accreditation standards.[14] Both regulations touch upon teachers' qualifications but they do so in general terms leaving the implementation to higher education institutions. The Higher Education Act only posits that higher education institutions are obliged to "establish and manage the system assuring the quality of teaching, creative, and related activities and the internal evaluations of teaching, creative, and related activities" (section 77b). There is, however, no detailed information about what "quality" means. The act does not define any objective standards of quality. Similarly, the accreditation standards require that the higher education institution that strives for the accreditation of a study programme "has prepared an effective strategy of personal development of academic staff members and there are motivation tools for this development" (par. D.III.6) without specifying what "effective" means and what the objectives of personal development should be.

In practice, the teaching qualifications have been measured as a number of full and associate professors teaching in the programme. The habilitation (associate professor; docent in Czech) and professorship (full professor; professor in Czech) are titles awarded to the applicant based on prescribed procedures and transferrable across universities in Czechia. Indeed, the Higher Education Act stipulates that the academic bodies tasked with evaluating the applicants should assess "the applicant's competence as a teacher, based on an evaluation of his/her habilitation lecture and previous teaching experience" (Section 72; see also section 74 for full professorship). How the competence is evaluated in practice and what is understood as sufficient competence is, once again, defined through procedures and practice at the level of individual higher education institution.

So far, *economic instruments* have not been systematically used to shape teaching qualifications at higher education institutions in Czechia. Public universities are autonomous with self-government and the state can intervene in their activities only "on the basis and within the confines of the law and in a manner established by the law" (Section 6 Higher Education Act). While the state provides institutional funding to public universities, it does so on the basis of objective criteria (number of students, character of the programmes, scientific output etc.) and have a limited scope to set conditions for them. The only way in which teaching qualifications are reflected is the number of associate professors and professors that form part of one of the indexes used to calculate the size of the payment for individual institutions.

Until recently, there was very little debate about the quality of teaching in Czechia. Annually, the minister of education awarded the Prize of the Minister of Education, Youth and Sports for Excellent Activity at a University Level (a diploma and approximately EUR 4,000) that singles out examples of best practice and significant innovations in teaching. The list of past recipients of the award is publicly available on the ministry's website. The examples of best practice include simulations, podcasts, project-based teaching, or innovative e-learning. But there is no structured dialogue about what quality means and how it should be maintained. The initiative has remained with the lowest levels (departments, institutes and faculties) where teachers called for more pedagogical support. In recent years, universities have started discussing teaching excellence and started fleshing out what quality in teaching comprises and how it can be supported.[15]

3.4 The Netherlands

The main rules and regulations related to the Dutch higher education system are outlined in the so-called national *Law on Higher Education and Scientific Research,* which was first passed in 1992 and revised, updated and amended on several occasions, including the latest revision of October 2023. The law outlines rights and responsibilities in the higher education sector. It broadly states that "Universities are focused on providing scientific education and conducting scientific research. In any case, they provide initial training in scientific education, conduct scientific research, provide training as a scientific

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[13] Act No. 111/1998 Coll. (amended and consolidated) on higher education institutions and on amendments and supplements to some other acts.

[14] Government regulation no. 274/2016 Coll. on standards for accreditation in higher education.

[15] For example, Charles University is currently preparing a concept of pedagogical competences, establishing a structure of T&L units, and plans to introduce a compulsory basic course for newly hired teachers.

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researcher or technological designer and transfer knowledge for the benefit of society".[16] In addition, in the fulfilment of teaching duties, *"higher education institutions also pay attention to the personal development of their students and the promotion of their sense of social responsibility."[17]* These aspects remain at a rather general level without delving into the specifics of teaching excellence. With respect to the role of professors, the law states that "the professors are first and foremost responsible for the development of the scientific area assigned to them and for the content of the education to be provided in that area, without prejudice to the authority of the board of the programme".[18] The focus is here thus more on the content rather than the pedagogical approach or qualifications.

However, the law refers indirectly to teaching quality under Articles 5.12 and 5.7 related to the criteria for the new accreditation and re-accreditation of programmes. [19] In this context, accreditation bodies will evaluate programmes (and teaching visions) according to several "quality aspects", including:

a)   the intended final level of the course (Learning Objectives), taking into account international standards
b)   the content and structure of the educational programme;
c)   the quality of the teaching team;
d)   the programme-specific facilities as well as the institution-wide facilities that influence the quality of the programme, including sufficient study guidance and facilities that promote accessibility and the right studying conditions for students with a disability;
e)   the design and effectiveness of internal quality assurance approach aimed at the systematic improvement of the programme;
f)   the final level students have achieved (Learning Outcomes), taking into account international standards
g)   the soundness of the assessment, testing and examination of the students.

Thus, "quality education" can be "measured" under four broad quality standards, ranging from the appropriate (and internally benchmarked) learning objectives and structure as well as content of the programme, the learning environment (including the quality of teaching teams), an effective quality assurance system and the actual final learning outcomes of students and the quality of assessing them.

These aspects form the basis for an 'assessment framework' used by the Dutch Accreditation Organisation (NVAO) and this framework itself is further enshrined in national law in the Netherlands via the *Wet Accreditatie op maat* (the so-called Accreditation Act) of 2018.[20] The framework goes into more detail on the requirements of teaching staff, namely:

"*The teachers have sufficient expertise in terms of both subject matter and teaching methods to teach the curriculum, and provide appropriate guidance. The teaching-learning environment encourages students to play an active role in the design of their own learning process (student-centred approach)*".[21]

What precisely "sufficient expertise" entails or how it should be measured is not further specified in the framework and is at the discretion of the relevant assessment panel to determine.

In addition to these national legally binding regulations, each university in the Netherlands governs their own internal requirements for quality assurance and for additional training schemes of teaching skills beyond the national University

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[16] [Artikel 1.3 Wet op het hoger onderwijs en wetenschappelijk onderzoek](#)

[17] See [Artikel 1.3 Wet op het hoger onderwijs en wetenschappelijk onderzoek](#)

[18] See [Artikel 9.19 Wet op het hoger onderwijs en wetenschappelijk onderzoek](#)

[19] See https://wetten.overheid.nl/BWBR0005682/2023-09-01#Hoofdstuk5_Titeldeel3_Artikel5.12 and
https://wetten.overheid.nl/BWBR0005682/2023-09-01#Hoofdstuk5_Titeldeel2_Artikel5.7

[20] See https://wetten.overheid.nl/BWBR0041117/2020-04-01

[21] See NVAO (2018) Assessment Framework for the higher education accreditation system of the Netherlands, available online at
https://www.nvao.net/files/attachments/.139/Assessment_Framework_for_the_Higher_Education_Accreditation_System_of_the_Netherlands_2018.pdf , p. 21

Teaching Qualification (UTQ or in Dutch: *Basiskwalificatie Onderwijs, BKO*) Scheme. The UTQ/BKO scheme was originally created in 2008 and through an agreement of 14 Dutch universities to mutually accept each other's basic training schemes for lecturers. We will explore this training scheme in more detail in Section 6.4 below.

In terms of economic incentives, Dutch universities are free to award one-off lump sum performance boni (normally these boni do not exceed 500-1000 Euros) for outstanding performances, including in teaching. When it comes to promotions based on"teaching excellence" only, Dutch universities have in the past followed a rather research-focused traditional path. For promotion to full professor, it has traditionally been an emphasis on outstanding research performance (often seen as publications in high impact journals or university presses and the acquisition of competitive national, European and international research grants) that guided promotion decisions in the past – provided teaching and service components were adequate. It was thus very rare and difficult to be promoted at a Dutch university based on outstanding teaching performance if not also accompanied by excellent research performance.

In recent years, however, a lively debate has emerge among Dutch universities and university leaders on this aspect. Under the banner of the so-called *Erkennen en Waarderen* initiative (i.e., Recognition and Rewards), Dutch funding bodies, university associations and universities themselves are discussing a more diverse approach to university careers (and the facilitation and appreciation of different career strengths) by emphasizing "room for everyone's talent".[22] This approach essentially puts forward the argument that university rewards and promotion systems need to move away from an overemphasis on research performance and provide realistic opportunities for academics with talents in other areas (i.e., high quality education, commitment to team science and open science, societal impact or excelling in academic leadership) for similar career advancements. As the report states:

> "*Many academics feel there is a one-sided emphasis on research performance, frequently leading to the undervaluation of the other key areas such as education, impact, leadership and (for university medical centres) patient care. This puts strain on the ambitions that exist in these areas. The assessment system must be adapted and improved in each of the areas and in the connections between them… However, it is unrealistic as well as unnecessary for each academic to excel in each of the key areas. There is a need to allow for diversity in career paths with a clear profile in one or more key areas, in combinations that may change in the course of a career (i.e., vitalisation). However, the university system does take the interrelatedness of education and research into account as much as possible, which is why academics should always have enough competences in at least these two domains. However, the diversification and vitalisation of careers allows us to make better use of the talents and motivations of academics and to build a balanced, high-quality academic system".[23]*

If properly implemented, this discussion could indeed lead to a change of mindset and ways of how Dutch universities look at the promotion and reward of different career tracks, including a stronger emphasis on rewarding teaching excellence, whilst of course also maintaining an emphasis on the interrelatedness of education and research. Various universities have begun to establish working groups with a focus on how to implement a recognition and rewards approach to alternative career paths, including education-focussed careers. The University of Maastricht, for example, established an *Education Committee of the Recognition and Rewards Programme* and published a memo on education-oriented careers.[24] Similarly the University of Rotterdam has published a university-wide framework and "mini-strategy" on how to implement the recognition and rewards agenda.[25] At Rotterdam's Faculty of Social and Behavioural Sciences a pilot scheme has been launched where academic can opt for a career profile with 80 % and 20% research in order to build a teaching-focused career.[26] Yet,

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[22] See VSNU, NFU, KNAW, NWO, ZonMw (2019) Room for everyone's talent: towards a new balance in the recognition and rewards of academics, available online at https://www.nwo.nl/sites/nwo/files/media-files/2019-Recognition-Rewards-Position-Paper_EN.pdf

[23] Ibid, p. 4

[24] See Maastricht University (2023) Recognition & Rewards – Education, memo published by the Education Committee of the Recognition and Rewards Programme, available online at https://www.maastrichtuniversity.nl/sites/default/files/2023-03/um_recognition_rewards_-_education_narrative.pdf

[25] See Erasmus University Rotterdam, Impact through recognition and rewards – EUR Framework, available online at https://www.eur.nl/media/98856

[26] See https://www.eur.nl/over-de-eur/visie/erkennen-waarderen/good-practices-challenges

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promotion to full professor on this basis is explicitly not part of this trajectory yet (the pilot is only for promotion from Assistant Professor to Associate Professor).

Both Maastricht and Rotterdam stress in their documents the importance of an education-career and cite the *The Career Framework for University Teaching* developed by Ruth Graham as "good practice".[27] According to its website, the framework is "offering both a structured pathway for academic career progression and an evidence base on which to demonstrate and evaluate teaching achievement, the Framework provides a template that universities can adapt to their career structures and progression points. It can be used to advance teaching achievement across the academic career, including appointment, professional development, appraisal and promotion".[28]

According to the framework, it is possible for academics to advance to the level of full professor "solely or predominantly on the basis of their teaching achievements".[29] Yet, for this the candidate must have achieved the highest level (level 4) of the framework – equivalent to being "a national or global leader in teaching and learning".

Source: https://www.teachingframework.com/resources/Career-Framework-for-University-Teaching.pdf

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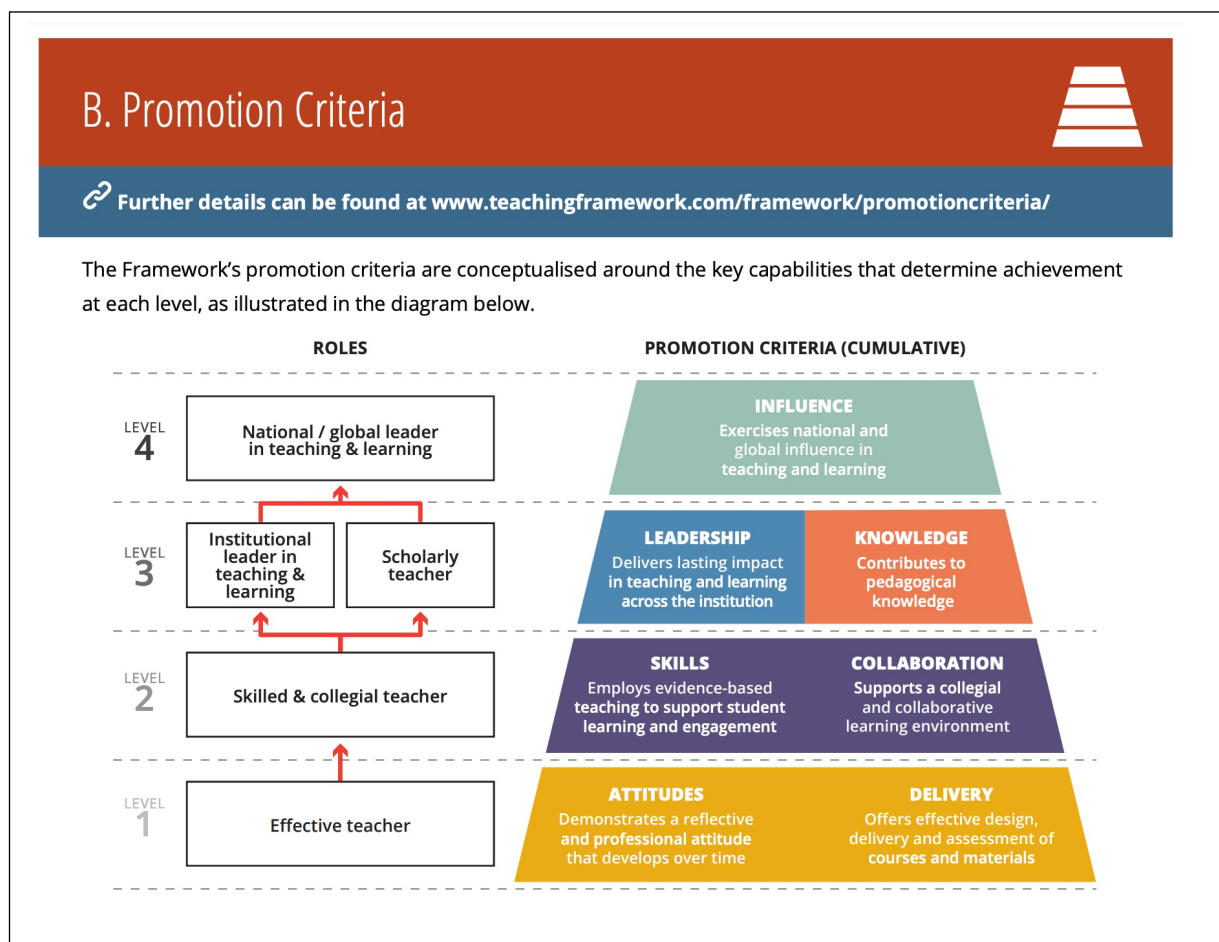
[27] For further information on this https://www.teachingframework.com/
[28] See "Adopting and Adapting the Framework", available online at https://www.teachingframework.com/adopting/
[29] Ibid, p. 1

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The University of Twente has, at the time of writing, gone furthest in implementing directly Graham's framework by adopting its own "Career Framework for University Teaching". [30]

The Dutch "recognition and rewards" case It will remain an interesting discussion to follow and it will remain important to see whether it opens up possibilities for building a career towards full professor based on teaching excellence.

3.5 Cross-university perspective

The Coimbra Group's survey indicates that rules are a predominant approach to regulation of European universities. Economy - either as funding or as incentives – comes in second. However, when it comes to implementation of the rules, the universities seem to have a room to manoeuvre, of course, varying from country to country as we see in the next section.

4. FORMS OF IMPLEMENTATION

The implementation of advancing trainings for teaching excellence and measure for facilitating high teaching quality is the result of both regulatory and organizational principles. Another way of putting this is that implementation deals with *who decides* and *who does what at which level*. The regulations of universities indicate that one can expect hierarchical forms, i.e., top-down implementation. In contrast one can also talk about bottom-up implementation in cases where the initiative to change comes from the bottom. The latter is not unusual in universities since they represent a type of organisation, which is characterized by a decentralized practice or with Karl Wieck's words; universities are 'loosely coupled systems' (Wieck 1976). This characteristic means that implementing (new) teacher training activities implies challenges concerning leadership, coordination and collaboration.

A study of academic development at the University of Oslo (Norway) and Utrecht (The Netherlands) demonstrates major challenges with implementation of teaching initiatives. Leadership should both play a more prominent role (top-down), at the same time acknowledging local needs, and initiatives (bottom-up) as well as ensuring coordination and collaboration (Stensaker et al. 2017). This is not an easy task. The case also illustrates that changes in academic institutions are not necessarily either top-down or bottom-up initiated. What should be emphasized is that development of teaching excellence takes place within a political and organizational setting with specific characteristics. That said there is no one size fits all. Graham Gibbs for example emphasizes this point and adds a few things that should be taken into consideration when implementing teaching initiatives. That is collaboration between management and academic developers, collaboration and inspiration across institutions as well as 'collaborative effort and much discussion within departments' (Gibbs 2017, 217). Furthermore, Gibbs underlines the importance of 'developing students as learners' (ibid. 217) and stresses that 'Most disciplines are capable of being taught in a very wide variety of ways.' (ibid. 221).

4.1 Denmark

In Denmark, there is as described above laws regulating the universities (top-down). Some laws are very detailed such as the abolition of group examinations in 2007. Many laws dealing with teaching quality are not detailed when it comes to how they should be implemented at each university. An example, a law from 2020 states that senior staff should develop their pedagogical competences, create and update a teaching portfolio on a continuous basis. I.e., in practice each university and in many cases, each Faculty decides how to implement this legal requirement. The positive side of this is that activities can be adjusted to specific local contexts. A negative side effect might be that some choose minimum standards without much development included.

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[30] See University of Twente – The Career Framework for University Teaching,
https://www.teachingframework.com/resources/Career-Framework-for-University-Teaching.pdf

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In practice, numerous teaching excellence initiatives are bottom-up or a mix of top down and bottom-up within institutions. An example, since 2010 the University of Copenhagen has had a special focus on teaching quality. In 2011 there was a project labelled 'The Good Education' that funded numerous and very different experiments across the university. In the years to come, several strategic initiatives were announced. Again, you could apply for some money and conduct experiments, preferably across faculties. Some of the projects that got funding dealt with Feedback, Teaching Portfolio, Digital Learning and Research-Teaching-Integration (RTI) just to mention a few. The RTI became part of the University of Copenhagen's strategy from 2017 (The University of Copenhagen 2017) and more money was allocated to experiments with RTI at both course level and educational level. From 2016 onwards, the driving force within these projects has been local initiatives, i.e., bottom-up initiatives, combined with funding from top-university-management.

DUN, Danish Network for Educational Development in Higher Education is a bottom-up initiative. The network was founded in 1994 as a 'grass root organization' by pedagogical developers and pedagogical activists in Denmark. Two events initiated the formation of the network. One was the Ministry of Education's founding of an independent institution, The Danish Evaluation Institute in 1992. The other event was the passing of a law that made it mandatory for all new teachers/ researchers at universities to document participation in pedagogical training (1994). Today, DUN's 'purpose is to develop the quality of university education and university teaching.'[31] DUN fulfil its purpose by supporting networking, for example facilitating Special Interest Groups, publish a Journal on Higher Education and organizing events, among others a yearly conference.

An example of cross-collaboration including academic developers from three universities and DUN was a training programme for very experienced supervisors. The course ran for 4 years from 2013-2016. After this period the universities decided to run their own courses (Wichmann-Hansen, G. & Godskesen, M. 2021, 46f).

4.2 Portugal

At the University of Coimbra, implementation follows, in general, a hierarchical top-down approach framed within the national and institutional rulings and regulations. Nevertheless, there is opportunity for bottom-up initiatives, for example, when creating new study plans or optional courses. These bottom-up initiatives may initiate at any level below, from a group of teaching staff, a Department or a Faculty. It should be noted, however, that if a Department or Faculty takes the initiative, the process ends up being a mixed one, with the Department or Faculty towards the University Rectorate (bottom-up) but also from their level to their teaching staff (top-down). For instance, a Dean may decide that their Faculty teaching staff need to obtain a certain minimum on their performance assessment and then follow-up on cases that do not comply, identifying obstacles and promoting experimental solutions that then can become the rule.

The most bottom-up initiatives rely on groups of teaching staff articulated due to their participation in a specific study programme or to their pedagogical concerns. In this case, the dynamic is closer to the teaching-learning process and may allow for more informal and experimental initiatives. Their results can then be present to the Department or Faculty and may become institutionalised at that level or only at the level of practice by this particular group. In this level of bottom-up initiatives we can also find programmes' coordination styles, which provide differing degrees of attention to TE, coordinating teaching staff and MA and PhD supervisors regarding evaluation practices, teaching methodologies and feedback dynamics.

At the Faculty of Economics of the University of Coimbra, for instance, although there is a top-down ruling regarding the teaching and evaluation calendar, the Faculty asks study programmes' coordinators to collect each course/seminar planned evaluation dates and types of elements in order to avoid students' evaluation overload in certain periods of the year (top-down). However, for instance, the International Relations study programmes' coordinators promote meetings for each programme not only to discuss these dates, but also to make sure students are requested to do different types of evaluation elements, such as exams, essays, review literatures, policy recommendations, oral presentations, etc. In this way the International Relations teaching staff guarantees every student graduates with some experience regarding different types of information presentation skills, contributing to what we consider also TE (bottom-up).

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[31] https://dun-net.dk/dun-in-english/

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4.3 Czechia

As mentioned above, there is very little top-down framework for teaching qualifications in Czechia. Habilitations and professorships are expected to reflect teaching competences, but these are not clearly defined and their assessment is left for individual universities and even faculties. A key factor (mentioned even in the Higher Education Act) of assessing pedagogical competences is a public lecture by the applicant. The form of the lecture is, however, not defined. As a result, two universities can define their requirements differently, even if the result of the procedure is mutually recognised.[32]

Charles University has recently engaged in an internal debate about setting up a system of teaching qualifications centrally. Discussions and results from the E-NOTE project have significantly contributed to these discussions, including an E-NOTE briefing at the Czech Senate in 2022.[33] While the debate is far from finished, the likely results will be a set of pre-defined teaching competences that should be cultivated by all teachers, and a basic course of teaching skills aimed at teachers beginning their career (and PhD students). Faculties will be encouraged to build up their teaching and learning units to offer this course and to support continuing education of teachers, not least by budgetary means. This planned formalisation of teaching quality structures will build on the existence of informal structures that have mushroomed throughout the university in a bottom-up level and have exchanged experiences across faculties.

4.4 The Netherlands

In the Netherlands, teaching excellence and trainings or measures that advance teaching excellence are implemented at various levels, ranging from the macro- (national regulations and initiatives) and meso-levels (university or faculty) to the micro-level (level of Institute/Department or small groups of colleagues). This also means change and implementation is driven by a combination of formal top-down and informal bottom-up initiatives. As mentioned above, the national law on higher education and scientific research enshrines in law national accreditation procedures for every new and existing BA or MA programme. As a result, top-down teaching quality evaluation standards are set for the entire higher education sector in the Netherlands (and Dutch-speaking universities in Belgium's Flanders region). This ensures a minimum standardisation and homogenisation of what it means to offer a programme with the required level of academic quality. As outlined above, however, the criteria are relatively vague and leave a lot of room for interpretation (and hence implementation) to the respective committees that are established for accreditation visits (consisting of a mix of national and international peers).

The second example, the nation-wide Teaching Qualification Framework (the so-called Basiskwalificatie Onderwijs – BKO) is a result of a bottom up initiative that 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.[34] 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.[35] 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

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[32] For example, applicants for habilitation at the Faculty of Social Sciences, Charles University hold a lecture in front of the Scientific Board of the faculty. At the Faculty of Social Studies, Masaryk University, the applicants hold two lectures – one in front of the Scientific Board and one public for the broad population of students and academics of the faculty.

[33] See https://www.teachingexcellence.eu/2022/10/13/e-note-researchers-brief-czech-senate-on-excellence-in-higher-education/

[34] *See Vereniging voor Samenwerkende Nederlandse Universiteiten (VSNU) „University Teaching Qualification" at https://www.vsnu.nl/en_GB/utq*

[35] 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.

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European Dublin Descriptors[36]) and allows for enough 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". 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.

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 classroom visit, peer-review or video evidence.[37] At the Vrije Universiteit Amsterdam, in contrast, lecturers have to follow compulsory courses and class-room visits are organised.

In addition, universities and institutes often organise their own training courses and working groups to share best practices and new developments in teaching and PhD supervision. Several universities have also established Centres for Teaching and Learning or "Teaching or Teachers Academies" (such as TU Delft[38], Leiden University[39], Groningen[40]) based on annual teaching awards and the induction into a network of awardees that work together on issues related to education innovation. Teaching academies at Dutch universities are often cross-faculty platforms for interdisciplinary approaches to exchanging best practices on teaching. In this manner, one of the core aims is also to build up a university-wide "community of practice" of educators.[41] The university-based academies often also organise the best teacher awards, collect "best practices", organise annual "education festivals" and run summer or winter schools for new assistant professors or those that want to refresh or improve their teaching skills.

Furthermore, there are a variety of teaching awards organised top-down at the national macro-level (such as the *Comenius Award* scheme for educational innovation with a total budget of 44 million Euros and administered by the Het *Nationaal Regieorgaan Onderwijsonderzoek* (NRO)[42] or the Sirius initiative for advancing teaching excellence through honours programmes[43]) and at university levels through institutional teaching awards.

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

[37] See https://www.staff.universiteitleiden.nl/human-resources/mobility-and-career-guidance/teacher-professionalisation/university-teaching-qualification

[38] See https://www.tudelft.nl/teachingacademy

[39] See https://www.universiteitleiden.nl/dossiers/leiden-teachers-academy

[40] See https://www.rug.nl/about-ug/organization/service-departments/teaching-academy-groningen/

[41] See for example University of Groningen: „The Teaching Academy Groningen (TAG) is an interdisciplinary and interfaculty Community of Practice for lecturers, by lecturers. The TAG aims to contribute to the quality and innovation of education and more recognition and rewards for teaching and lecturers at the University of Groningen." - https://www.rug.nl/about-ug/organization/service-departments/teaching-academy-groningen/about-us/tag-team

[42] See https://www.nro.nl/en/researchprogrammes/comenius-programme

[43] https://wetten.overheid.nl/BWBR0027424/2014-01-23#:~:text=Met%20het%20Sirius%20Programma%20beoogt,mogelijk%20niveau%20kunnen%20worden%20gebracht.

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As a result, the organizational principles for implementing initiatives aimed improving and teaching excellence in higher education teaching in the Netherlands can be seen as a non-systematic combination of broad general top-down regulatory approaches (through the accreditation system) and initiatives at the national level, accompanied by bottom-up possibilities.

4.5 Cross-University perspective

Among the Coimbra Group's member universities, 3 out of 4 answer that there is a mix of top down and bottom-up decision-making when it comes to teaching excellence. Some examples, at Pavia University (Italy), the university as such promote the development of teaching innovation within a project where all departments are asked to contribute to define a roadmap (Coimbra Group survey report, 2023, 7). At Tartu University (Estonia), an agreement on 'Good teaching practice' was initiated bottom-up; whereas management top-down required that, all new teachers should attend a teaching course (Coimbra Group survey report, 2023, 8).

5. FORMS OF EVALUATION

When evaluating teaching, study programmes or universities as institutions one should clarify why one evaluates (what is the purpose?), what does one evaluate, whom does one involve, when does one evaluate, *how* does one evaluate[44] and how does one follow up on the results. In the literature you one can find different labels such as process-, impact-, outcome- (results-), formative-, summative-, diagnostic-, economic- or user-evaluation just to mention a few. Despite this vast choice of approaches, the questions mentioned is of relevance (for more inspiration, see Vedung 1997).

In relation to evaluation of teaching and education, two overall and to some extent contradicting purposes of evaluation seems to be dominant. That is control and development. Politicians and managements want to control what they get in return for the money allocated to teaching activities. However, it is challenging to document outcomes of teaching, i.e., how is student learning measured, for example. Therefore, the documentation asked for is often counting such as the teacher/ student ratio, grading, students' completion and employment rates. Students' and teachers more often ask for evaluation methods that support development of teaching. One example could be facilitation of dialogues between students and teachers.

As described in the E-NOTE IO1 report the Bologna Process framework entails that the participating nations all have a quality assurance system in place (E-NOTE IO1 2022). This implies that there is a system ensuring regularly evaluations of courses, study programmes, educations, study environment, figures for (un)employment etc. In this report we focus on the implementation and evaluation of a pilot common teaching qualification scheme and training course for higher education teaching, therefore we do not go into details with all kinds of evaluations of courses and study programmes.

5.1 Denmark

In a Danish context, evaluation is conducted at all levels from course level to programme level and university level due to the accreditation system. Furthermore, the Ministry of Higher Education and Science, carries out different national based student evaluations. That said you see local variations as well as a division between control and development interwoven in the whole system.

Evaluations at institutional and faculty levels hold similarities across universities, partly because some universities choose to buy questions in national surveys, partly due to standardization as such. However, you also see variations between faculties as well as within faculties and departments. If you evaluate courses, surveys are often in use. At rare occasions, dialogue meetings are in use (see an example from Medicine in Copenhagen in E-NOTE IO3, 2022, 16f). At PhD level, more often the PhD students undergo regularly evaluations to demonstrate progress, whereas evaluation of PhD supervisors is less formalized and widespread.

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[44] Stephanie Marshall presented this division at E-Note's First Learning and Teaching Excellence of Academic Staff week, January 10th, 2022 (Slides).

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However, a development towards more standardization, centralization and formalization seems to support control rather than development of the quality of teaching (Andersen et al. 2013, 85). That said the evaluation of Danish Teaching and Learning in Higher Education Programmes are not standardized (see section 6).

5.2 Portugal

In Portugal, the overall teaching performance follows national general rules that are then implemented at the institutional level, following a top-down approach. In the case of the University of Coimbra, the implementation of teaching staff performance evaluation allows for a mixed approach, in which each dimension – research, teaching, outreach and management - is measured autonomously and provides a quantitative assessment, as well as a qualitative assessment of excellent, very good, good or not relevant, according to the reported performance. The quantitative data is collected through a University platform and each Faculty Scientific Board decides a priori how many points one needs to obtain for each of the four dimensions to be considered qualitatively excellent, very good, good or not relevant. Faculties' Scientific Boards also have the possibility to define a panel of their full professors to evaluate specific elements within each dimension that are not automatically assessed and to validate the quantitative information provided (these are evaluated by the Dean and the Dean by the Rector). The criteria to assess teaching performance are generically the same: diversity of curricular units and study cycles taught, MA and PhD supervision, pedagogical publications, committees' participation and students' evaluation. These assessments are conducted every three years and the results range, as mentioned, from not relevant to excellent. The evaluation cycle is initiated by the Rector of the University and then implemented by each Faculty. Although control is obviously a feature of this performance evaluation process, the main objective is career progression, thus development and improvement of their teaching staff skills. Results are communicated individually without public scrutiny.

5.3 Czechia

In Czechia, the key part of teaching evaluation is the process of accreditation at the level of the study programme. The National Accreditation Bureau for Higher Education is responsible for setting the accreditation standards (adopted by the Government as a binding government regulation). The bureau also accredits individual institutions and, where the institutions do not receive institutional accreditation, individual programmes. Universities that receive institutional accreditation must create internal structures for programme evaluation and accreditation. While the accreditation standards give the bureau and the internal university structure the possibility to assess teaching quality, the practice has remained rather formal. Teaching quality has been operationalised mainly as the number of full and associate professors teaching in the programme, and the match between the profile of the graduate and the curriculum. At an even more aggregate level, universities report overall numbers of unemployment levels among their graduates, as common in the Bologna Process.

The student evaluation of individual courses is regularly conducted but remains dependent on the institutional practice. That is also true for the use of the results of this evaluation. Peer assessment is not a standard practice at Czech universities. Similarly, there is no established practice of evaluating PhD supervisors.

5.4 The Netherlands

As outlined in section 4 above, the main body responsible for the evaluation of education quality is the Dutch-Flemish Accreditation Organisation (NVAO), which by law is the responsible body for evaluate every new and ongoing BA and MA programme in the Netherlands.

In line with the NVAO Accreditation standards, every programme and institution must demonstrate that it has a proper internal quality assurance system that follows at least a basic PDCA-Cycle (i.e. Plan, Do, Check, Act) of evaluating the strengths and weaknesses of a programme and includes measures for improvements. In each university this is organised according to the different levels of central university level, faculty, institute and programme levels. For this, Examination Boards at programme level are responsible for organising and implementing the internal quality check and quality assurance process. At Leiden

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University, for example, this means a review of all teaching materials, syllabi, student evaluations and peer review.[45] Follow-up of evaluations include a letter from the board of examiners to each instructor with the results of the reviewers from the course in question, outlining positives, negatives and suggestions for improvement. Lecturers are then required to reflect on how to improve and adapt in the next iteration of the course. This quality assurance system itself is then also examined in the context of NVAO (re-)accreditation processes.

Other activities, such as BKO trainings, are more loosely evaluated. Periodic review processes are organised at national level and the most recent peer-review resulted in a publicly available report published in 2018.[46]

5.5 Cross-university perspective

The majority of the Coimbra Groups member institutions have a teaching evaluation process in place and three out of four universities state that the purpose of the evaluation is development and reiterative improvement rather than control[47]. Besides development and control purposes, evaluation also becomes part of the promotion process for all staff in some instances (as in the example from Coimbra in section 5.4).

It is common that universities evaluate courses every semester, whereas programmes are evaluated every third or fifth year and institutions every sixth year. In addition, evaluation of study conditions, study environment, work-life relevance etc. takes place every second or third year. In most cases, follow up initiatives is part of the processes. This echoes the guidelines within the Bologna Process indicating that universities should ensure that a quality assurance system is in place.
In some cases, evaluation is decentralized, and the faculties decide what to evaluate and when, that is the case with Charles University (see above).

Follow up seems to be predominant in cases, where teachers get critical feedback. However, with one exception, none of the respondents' mention, how they spread successful teaching experiences identified in the evaluation processes. The exception is Uppsala University that mention 'processes regarding acceptance as Distinguished Teacher' (Coimbra Group, 2023, 14).

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6. EXAMPLES OF IMPLEMENTATION AND EVALUATION OF A COMMON TEACHING QUALIFICATION SCHEME

A common teaching qualification scheme signals expectations about merits that university teachers should hold. In this report, you find examples of schemes at different levels (department, institution or national). Since some of the partners have some kind of teaching qualification schemes and others do not, the examples are mixed. Furthermore, the understanding of 'scheme' covers 'development of teaching excellence' broadly speaking.

6.1 Denmark

In Denmark, the law, i.e., *The Job Order,* states that it is mandatory to document participation in a teacher training course and present a teaching portfolio if you want to apply for a permanent position. In addition, it also recently became mandatory for permanent staff to draft and update a teaching portfolio including documentation of continuous development of one's pedagogical competences (as a minimum permanent staff should participate in a pedagogical development activity every third

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[45] See https://www.organisatiegids.universiteitleiden.nl/binaries/content/assets/governance-and-global-affairs/isga/rr-2023-2024-isga.pdf

[46] See https://www.universiteitenvannederland.nl/files/documenten/Professionalisering%20van%20docenten%20aan%20de%20universiteit.PDF

[47] The question posed: 'How would you describe the overall purpose of the evaluation in your context (university/ national regulations)? Control (yes/ no), Development (yes/ no)

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year). However, the criteria that should be met is up to the universities to decide individually, i.e., there is not *one common* teaching qualification scheme in Denmark.

Below follows an introduction to the 'Danish framework for advancing university pedagogy' (2021)[48] developed by the association 'Universities Denmark' consisting of the eight universities in Denmark. Furthermore, there is an introduction to Copenhagen University's Pedagogical Competence Profile[49] launched in 2012 as an example of one of eight universities interpretation of a teaching qualification scheme.

6.1.1 The Danish Framework for Advancing University Pedagogy

The association 'Universities Denmark' developed and presented 'The Danish Framework for Advancing University Pedagogy' in 2021 as a tool for inspiration and support in the process of implementing teacher-training activities at all levels at the universities. It is up to each university to decide whether they would implement anything from the framework. So far, the framework has not been evaluated.

The framework is a response to at least two needs at the universities'. 1) Transparent career progression, based on fair assessment. 2) A need for continuous development of teaching qualifications throughout the whole career.

Theoretically, the 'Universities Denmark's' framework builds 'on Dreyfus & Dreyfus theory of professional expertise (Dreyfus & Dreyfus 1986). In short, we all possess capabilities, knowledge and experience at different levels, i.e., our experience is context based. However, through learning it is possible to be able to perform at a higher level. The levels in Dreyfus & Dreyfus model are; novice, beginner, competent, proficient and expert (Dreyfus & Dreyfus 1986). In the Danish framework these levels are transformed into four levels aligned with the official Danish job categories; assistant professor, associate professor, full professor and a fourth level for special tasks. There are 'two spaces of competences' in the framework, one addressing 'teaching and education in practice' and the other, a 'collegial community addressing Teaching and education as collegial a community of practice' (Universities Denmark 2021, 3). Within six areas: teaching and supervision, assessment, quality assurance, collaboration with students, collaboration with colleagues and cooperation on quality assurance. The competences expected (minimum standards) at each level are spelled out. For example, at level one, the expectation is that a university teacher 'can, under supervision, organize and carry out assessment, whereas the standard at level two is that you independently can plan, carry out and evaluate assessments' Universities Denmark 2021, 6).

The framework can be used when hiring and setting up goals for development of teaching competences. For example, level one's criteria are the entry criteria for assistant professors and teaching assistants', level two is a description of development goals for assistant professors and entry criteria for associate professors.

6.1.2 University of Copenhagen's Pedagogical Competence Profile

Copenhagen University is a research-intensive university. However, improvement of teaching became a central theme in the '2016 Strategy for the University of Copenhagen' implemented in 2012[50]. Therefore, a number of projects aiming at improving teaching and learning were initiated. Two of these were the development of a Pedagogical Competence Profile (PCP) and a Teaching Portfolio (TP) for all teaching staff[51]. We go into detail with the PCP.

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[48] https://dkuni.dk/wp-content/uploads/2021/03/danish-framework-for-advancing-university-pedagogy-1.pdf
[49] https://employment.ku.dk/faculty/recruitment-process/job-application-portfolio/KUs_p_dagogiske_kompetenceprofil_31_10_UK.pdf
[50] https://cip.ku.dk/english/projects-and-collaborations/languagestrategy/background/2012-06-20_Strategi_2016_UK.pdf
[51] Read more about the development of the PCP and TP: https://www.ind.ku.dk/english/staff-auto-list/?pure=en%2Fpublications%2Fdesign-and-implementation-of-two-measures-aiming-to-improve-the-quality-and-increase-the-status-of-teaching-at-universities(a028b2e4-e7cf-476c-b9d6-8731cd3b7355).html

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In a process combining top-down and bottom-up activities the PCP in use was developed. A commission with teachers and pedagogical developers from all faculties came up with a draft, based on the following 'principles: The enhancement of student learning should be at the centre of all elements in the competence profile, it has a broad understanding of teaching (including more than what happens in the classroom), it is non-normative, it is independent of job category, and it should be internationally compatible.' (Footnote 23). The first draft was circulated at the University as such. It was criticized and then revised by the commission thereafter it was approved by the central teaching board at the university. The PCP has become part of the Teaching and Learning in Higher Education Programmes as well as supporting the (now) mandatory use of a teaching portfolio (TP)[52].

The PCP is a framework for describing teaching skills covering six different areas like the University Denmark's Framework for Advancing University Pedagogy. That is 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 subject (Figure 1).
It should be mentioned that both positive and negative responses to both PCP and TP can be found. The negative voices see the TP as a control mechanism that management can make use of as well as the PCP would facilitate standardization that might diminish creativity and development. Whereas, the positive voices welcome the acknowledgement of teaching, i.e., reasons for allocating resources for improvements as well as a way of acknowledging teaching.

Figure 1. Copenhagen University's Pedagogical Competence Profile (footnote 21).

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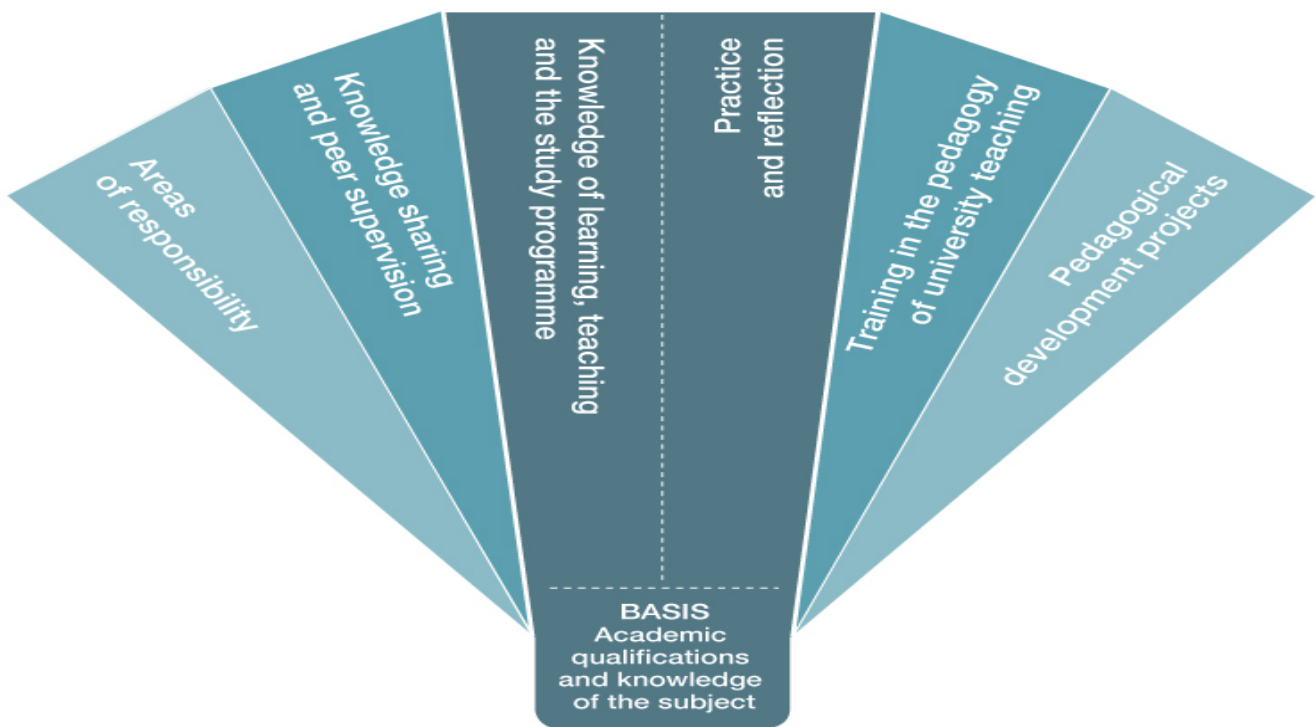
[52] The PCP could be used as a basis for reflection and planning as well for the assessment and evaluation of teaching skills, particularly in relation to job applications. It is also meant to be used in the annual staff performance and development reviews.

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6.2 Portugal

In Portugal, there is no common teaching qualification scheme, though several initiatives are taken by different HEI, offering training courses. However, there is no direct link between these training skills and tenure track systems, despite these being included in the overall performance assessment; there weight is too reduced to really be significant in this regard.

6.3 Czechia

There is no common teaching qualification scheme in Czechia. Charles University is currently discussing a pedagogical competence profile, which should be adopted in late 2023 and guide the establishment of compulsory courses for teachers who begin their career and advanced courses for experienced teachers.

6.4 The Netherlands

In the Netherlands, a national compulsory training scheme exists, the so-called Basiskwalifikatie Onderwijs (BKO). The training scheme emerged organically from a bottom-up initiative in the beginning. In the 1980s, Dutch universities started to create Teaching and Learning Centres and offered sporadic training courses for their academic staff members. In 2008 14 Dutch universities agreed to create a national common framework and the mutual recognition of their trainings: the beginnings of the BKO.

Thus, 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 the basic qualification of teaching. 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 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".[53]

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.[54]

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[53] 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.universiteitleiden.nl/binaries/content/assets/governance-and-global-affairs/fgga/belangrijke-documenten/regulation-bko-fgga-2019.pdf

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

In 2017, the BKO training scheme was evaluated through a national review process. The main conclusions were that the training programme is still fit for purpose, but that it should receive more feedback from previous participants and further national evaluations in order to gather insights for continuous improvement.[55]

6.5 Cross-university perspective

As with the partner universities, there is a division between universities with and without a teaching qualification scheme. Almost three out of five of the Coimbra Group's member universities have a teaching qualification scheme at country or university level. A few have a scheme both at country and university level. However, these figures also indicates that two out of five universities do not have any teaching qualification schemes at all.

The implementation of teaching qualification schemes is overall a mixture of top-down and bottom-up processes. In some cases, ministerial rules (often the Job Order) include a description of the qualifications expected at different career levels. However, there is no description of how a teacher should obtain those teaching qualifications. The national schemes (often developed mutually by all universities in a country) is more detailed than the rules. At the same time, the universities adjust the courses to their local context. Less than one third of the total respondents (but slightly more than half of those universities with a teaching qualification scheme) perform some kind of evaluation as part of a follow-up procedure. This indicates that it might be the individual teacher's responsibility to ensure quality in the required training.

7. EXAMPLES OF IMPLEMENTATION AND EVALUATION OF COMMON TRAINING COURSES FOR HIGHER EDUCATION TEACHING

This section includes examples of implementation and evaluation of training courses in Denmark, The Netherlands and among the Coimbra Groups members. Furthermore, we present the content, implementation and evaluation of the E-NOTE projects four online teacher and supervision courses.

7.1 Denmark

In Denmark, the implementation of Teaching and Learning in Higher Education Programmes (TLHEP) has developed slowly since 1992 and is organized on a university level (more about the history in section 1.1). Seven of the Danish universities has one TLHEP and the University of Copenhagen has three Faculty based TLHEPs. The content, number of hours and duration varies from course to course. This form of implementation and organisation can best be described as a form of bottom-up.
Since it is stated by law, that you cannot get a permanent position without a teaching certificate (indicating that you have obtained teacher training), the TLHEPs' primary target group is not-yet permanent staff such as assistant professors, postdocs and occasionally internationally hired staff without a teaching certificate.

At the Faculty of Social Sciences, University of Copenhagen, the TLHEP runs regularly every half year. The programme consists of training days, peer supervision, formal supervision with a colleague from the department and a pedagogical developer, a teaching and learning project as well as a supervision report. The learning objectives aim at ensuring that the participants

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[55] See
https://www.universiteitenvannederland.nl/files/documenten/Professionalisering%20van%20docenten%20aan%20de%20universiteit.PDF
https://www.universiteitenvannederland.nl/files/documenten/Professionalisering%20van%20docenten%20aan%20de%20universiteit.PDF

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become qualified university teachers; that they update their teaching portfolio as well as they become qualified to contribute to development of the department's teaching as such in collaboration with students and colleagues[56].

The building blocks of a TLHEP programme are a mix of theory and practice. There are the 'basics' such as learning theory, course planning, implementation and evaluation besides different teaching and supervision methods. In addition, other themes fulfilling participants' needs and societal development issues are scheduled. For example, teaching in an international classroom was prominent for a period (now the intake of foreign students has declined), online and blended learning got a boost with the pandemic and Research-Teaching-Integration since this is a strategic focus point at the university (and it has been possible to get funding for experiments).

The participants get feedback in different ways during the course. They engage with two peers in a group, observe, and give feedback on each other's teaching following the procedure for collegial supervision also labelled peer group mentoring (see sections 1.1 and 7.6). The formal supervision with an appointed supervisor from the participant's own department and a pedagogical developer includes a kind of collegial supervision activities as well.

Each participant should complete a Teaching and Learning Project, which includes an abstract,[57] and a poster presentation where other participants are present as well as supervisors.

Finally, the Supervision report is a written statement, where the supervisors emphasize the potentials and progress in the participant's development of pedagogical competences during the TLHEP.

The teacher training programme in itself undergo an evaluation. The purpose of the evaluation is to develop the TLHEP further. The questions address how the programme supported the participant in achieving the programmes learning objectives, which part of the programme that was most beneficial, whether the support for the teaching portfolio was sufficient and if there are any suggestions for modifications of future programmes. Some answers are an indication on a scale from 1-5 (none to very much) others are open ended.

7.2 Portugal

Not applicable to Portugal.

7.3 Czechia

Not applicable to Czechia in general. However, Charles University is planning to introduce a compulsory introductory training course for all newly hired teachers from 2026. The debate on the content and length of the course is currently ongoing. At the time of writing, it was highly probable that the university level would define minimum standards (learning objectives, contact teaching hours) for the course, but individual faculties will prepare their own courses reflecting the disciplinary specificity. Each of the courses will be centrally approved and accredited by the rector to ensure common standards.

7.4 The Netherlands

Within the framework of the BKO training scheme, participants have to carry out an intake interview, follow a senior colleague's lecture, have their own lectures observed, write a reflection report (with teaching philosophy and reflections on student evaluations) and conduct a progress review interview. These steps are usually evaluated by a BKO committee at the level of the faculty, consisting of peers and fellow academics. The feedback given will be based on the BKO criteria (both general and

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[56] Link to the homepage: https://socialsciences.ku.dk/faculty/quality-assurance/lecturers-competences/teacher_training_programme/ More about the programme: https://samf.ku.dk/pcs/english/forteachers/tlhe/TLHEP_course_description_2021.pdf

[57] See examples of participants abstracts: https://samf.ku.dk/pcs/english/forteachers/tlhe/projects/

institution-specific) along the categories and competences of "designing courses", "testing and evaluating students", "Teaching", "supervising students", and "evaluating one's own teaching".

7.5 Cross-university perspective

One-third of the Coimbra Group's member universities do not have a common teacher training course neither at university nor at country level. In one country (the UK) there is a national training course whereas the rest of the universities (approximately two third) have in-house teacher training courses developed by the university. The programmes vary in relation to number of hours, whether it is mandatory or voluntary, for certain groups, especially early career (assistant professors and postdocs) or the entire staff etc. Furthermore, the content varies from basics (theory about teaching and learning, course planning, teaching methods, feedback, evaluation, supervision and assessment) to numerous other themes and electives such as role and attitude, digitalization, diversity, innovation etc. Several universities mention their pedagogical units that take care of the training. Follow-up procedures varies across universities, from sole evaluation of the courses to wider surveys and follow-up initiatives. In general, the implementation has been bottom-up at the various universities.

7.6 The E-NOTE Training-weeks

In the E-NOTE project, we have planned, designed, implemented and evaluated four five days online-training weeks. Two of the weeks were training in teaching excellence for academic staff, focusing on teaching and supervision at bachelor and master levels (January 2022 and 2023), whereas the other two were training regarding doctoral supervision (June 2022 and 2023). We describe the process of planning, running and evaluating the training weeks for inspiration. Readers should consider that we covered very diverse target groups.

7.6.1 Description of the Training Course Weeks

The content of the courses builds upon the E-NOTE projects mapping of teaching excellence across Europe addressing the institutionalisation of work done to promote and develop teaching excellence and PhD supervision at an international, national, institutional/ university and departmental level. In addition, feedback from each training week also influenced the following courses (table 2).

Best practice examples, state of the art as well as development, implementation and evaluation of training curricula and hands-on experience through practical workshops have been the overall elements in the courses. The activities should benefit university management staff, higher education learning and development professionals and teaching staff including PhD supervisors.

The sessions were a mix of presentations by university management staff, researchers, educational developers as well as teachers, PhD supervisors and students. Furthermore, group discussions were prioritized as well as hands-on workshops in which the participants practiced, for example peer group mentoring/ collegial supervision, how to design and run 'the first class' or how to teach PhD supervisors to practice feedback and dialogue.

Table 2. Overall themes in the four online training programmes.

Course	Day 1	Day 2	Day 3	Day 4	Day 5
BA & MA level 1	Defining European Teaching Excellence & Best Practices	Teaching Excellence on the Bachelor Level	Teaching Excellence on the Master Level	The Future of Teac-hing Excellence in a Post-Covid Environ-ment	Evaluation of Teaching Excellence
BA & MA level 2	Practicing teaching and learning in HE. Creating communities	Teaching and learning practicing of specific skills	Developing and implementing teaching excellence training curricula: challenges and strategies	From curricula to schemes: Developing excellence schemes at the university level through certificates and awards	Beyond national boundaries: to-wards a European curriculum for excellence training and certification
PhD supervision 1	Excellence in PhD programmes and Supervision	The well-being and mental health of PhD students and the role of the university	Supporting career development of PhD students	Excellent supervision practice	Training excellent supervisors
PhD supervision 2	Excellence in Doctoral Supervision	Best Practices in Doctoral Supervi-sion	Supporting career development	Mental Health and Well-being	Training excellent supervisors

Each partner was responsible for planning and accomplishing minimum one day. The partner, 'hosting' the training week was also responsible for administrative and technical aspects. That said we supported each other in other in various ways that could be getting in contact with relevant keynote speakers, round-table participants etc. Because of Covid-19, the first training course had to be online. While planning the second training course it was still uncertain whether all travel restrictions were abolished or not. Therefore, it was decided to continue with an online format. Even though the COVID-19 restrictions were abolished later on, it was decided to keep the online format for week three and four for two reasons. Firstly, the online format offered the opportunity for participants from institutions that otherwise could not afford to send any participants – to join. Secondly, the online format also allowed for a larger number of external speakers from all over Europe to participate and share their knowledge, who would otherwise not be able to be flown into the host country due to high costs.

Table 3. Facts and figures (average)

- 100-154 applied per training week
- 100 participants on average
- Teachers/supervisors, Educational developers, (PhD) Programme leaders, Leadership (Head of Department, Vice rector, Directors), Organisations (EUA etc.)
- 15-20 countries
- 14-35 invited speakers, workshop facilitators and panellists
- 15 E-NOTE partners on average
- Satisfaction (4 - 4,7 out of five)

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7.6.2 Evaluation

All participants received a questionnaire with 27 questions of which seven estimated participants' satisfaction on a scale from 1-5 and the remaining 20 questions were open ended. The questions addressed participants' satisfaction with content, speakers and the facilitation of discussions as well as the procedure of enrolment. There was also immediate, oral feedback as well as daily feedback in the chat. In general, the participants were satisfied with the training weeks (table 3). The importance of creating a culture around teaching development in order to improve teaching and (PhD) supervision was a recurrent theme in all weeks. Networking and teachers' community building were mentioned as relevant activities in this respect and dialogue as an important mediating tool. Room for dialogue and exchange of knowledge and experience with teaching and supervision were highly valued. Furthermore, practicing for example collegial supervision, feedback, planning of the first session and so on were also acknowledged.

Some common challenges across countries were shared, too. The most prominent were the imbalance between teaching and research as well as the issue of time constraints.

The training weeks were developed based on the evaluations, for example, more hands-on workshops and more time for group discussions were emphasized in the latter training weeks. Another example was the explication of the target group for each day. Addressing one specific group meant that the participants formed a more homogeneous group that made it easier to fulfil the participants' needs.

7.6.3 Lessons learned – or what should/ could others do that want to design or improve an existing Teacher Training-programme?

The point of departure for developing teaching excellence varies across countries and between institutions (Grifioen et al., 2021). That fact underlines that no one size fits all regarding improvement and development of TE, the local conditions should always be taken into consideration. This implies that the local needs for teacher training, the resources available, the role and support from management, the organizational set up as well as rules and regulations including national policies, just to mention overall elements should be taken into consideration (E-NOTE IO1 2022; Stensaker et al. 2017).

As several of the outside speakers at the E-NOTE training weeks have emphasized, you should always take one (small) step at a time, when developing and enhancing, for example, a teacher training initiative. As mentioned above, depart from the local needs. Then make explicit what the definition, description, documentation and evaluation formats are and how to recognize teaching excellence (or teaching quality) (Troelsen 2021).

As a source of inspiration for teachers, supervisors and managers to get started with training courses, we recommend the E-NOTE report, 'A common curriculum for higher education teaching training', which contains a collection of syllabi focusing partly on BA/MA studies and partly on PhD supervision. Pick and choose and adjust the suggested themes to your local context and needs (E-NOTE IO2, 2023).

To be successful, several factors seem to be of importance according to Simon & Pleschová (2013). That includes characteristics of individuals, the amount of practical training during the course, the duration of the training, but also the possibilities of transforming the learning into the teacher's daily teaching practice. The latter could be obstructed by institutional constraints on the one hand and supported by, for example, different kinds of acknowledgement (Laksov 2019 and 2021).

Other examples of successful teacher training programmes emphasize a combination of practical training, networking, dialogue and institutional support. Just to mention three examples from the E-NOTE training weeks. At the Faculty of Engineering at Lund's University (Sweden) they have thirty years of experience with a strategy that 'builds on Scholarship of Teaching and Learning beyond individual development and aims at cultivating a culture of continuous improvement of teaching and student learning' (Mårtensson et al., 2011, 51). Teachers participating in courses form networks that facilitate dialogue about teaching. Furthermore, the participants write a report about their teaching experience. Finally, the faculty support teachers and

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departments that participate in teacher training with money as well as teachers can apply for becoming a member of the local Teaching Academy, where they get an extra bonus as well as recognition (Anderssson & Roxå 2004; Olsen & Roxå 2013).58

At the University of Oslo in Norway, the dialogue and networking concerning teaching development is facilitated (among other initiatives) using Peer Group Mentoring also labelled collegial supervision. Two models are in use. The 'Observation Model' implies that smaller groups of teachers meet (3-5 persons), observe each other's teaching and provide feedback. In the 'Problembased model', a small group (3-7 people) meet and talk about the participants teaching challenges. In both models, the participants should follow some guidelines (de Lange & Wittek 2018 and 2023).

The third example was not successful in the beginning. It is a teacher training programme for experienced supervisors that was implemented at Aarhus University in Denmark twenty years ago with top management's support. The Dean decided that each department should enroll three participants at each course, if they did not the Dean withdrew an amount of the department's funding, whereas departments that enrolled participants got a bonus. Today, the course is a success with a waiting list even though the course is not mandatory, or you get bonus anymore. The successful elements are the fact that the participants find the course design of relevance (Wichmann-Hansen et al. 2020). The appreciated elements mirror the former examples. The participants give, receive, and observe supervision. Consequently, the focus is on practicing concrete supervision principles and methods. Theories are added to these experiences during course days.[59] Therefore, there are five months from the first course day to the fourth and last course day.

To summarize the takeaways from the four training we would like to share nine bullet points. Overall, the training demonstrated the following:

- There is a need for training of teachers and supervisors within academia around Europe (especially in 'Eastern, Mid- and Southern Europe)
- Best practices do exist and work as an excellent tool for inspiration
- Dialogue about teaching and supervision is a key for development, cultural changes and community building
- Individuals show up – institutions should follow up a take care of implementation of teacher training activities
- Aims and strategies that can support choice of activities should be formulated
- Resources are needed, especially time, expertise from outside and in some cases money
- Negotiation of the balance between research and teaching is necessary (aim for Research-Teaching-Integration)
- No one size fits all
- Take one (small) step at a time (be patient)!

8. EXAMPLES OF IMPLEMENTATION AND EVALUATION OF MEASURES FOR REWARDING AND PROMOTING TEACHING EXCELLENCE

Teaching and doctoral supervision excellence depends not only on the commitment, skills and implementation at the level of the individual higher education teacher (or group of teachers), but it also requires a strong teaching excellence culture at the institutional, national and, increasingly, also European and international levels. Excellent teachers and supervisors require an environment that celebrates values and rewards high quality teaching and doctoral supervision, and rewarding schemes that enable clear promotion paths and strong incentives for faculty members to develop their teaching and supervision skills. While the terms "reward," "award," and "promotion" are closely linked:

- *Rewards* are considered to be the implicit and explicit structures that collectively have positive impact on individuals and system's investments in developing teaching excellence. *Reward* or *reward scheme* is applied as an umbrella term that includes awards as well as promotion mechanisms.

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58 Link to one example of a Teaching Academy at Lunds University: https://www.ses.lu.se/en/contact/teaching-academy
59 AARHUS BSS: Master's and PhD Supervision for Associate Professors and Professors (au.dk)

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- *Awards* encompasses grants, acknowledgements and recognitions that are conferred based on explicitly stated criteria in competitive contexts, often through application processes overseen by nomination panels or committees.
- *Promotion* is defined as initiatives directed towards career advancement policies and incentives.

This section includes examples from the E-NOTE partners.

8.1 Denmark

Measures for rewarding and promoting teaching excellence using promotion schemes and tenure track systems is a relatively new phenomenon in Denmark. However, the legal foundation has a long tradition. Even though the law prescribes certain criteria for promotion, these are not detailed, and the universities interpret and practice promotion and rewarding differently. Here, we focus on the case of Copenhagen University's promotion scheme and some examples of teaching awards, allowances, bonus etc. at a national level and at Copenhagen University.

8.1.1 Promotion schemes at Copenhagen University

Recently Copenhagen University launched promotion schemes spelling out criteria for recognizing merit[60]. The implementation is overall a top-down-process, since the university management developed the schemes. However, each faculty should implement the scheme and ensure that the scheme, procedure and methods meet local needs. During the implementation process, there have been a number of meetings where management has informed staff about the development and implementation of these schemes. At these meetings, staff had the opportunity to ask questions. The promotion scheme has not yet been evaluated; however, it is in use when hiring people as well as the promotion schemes for tenure track assistant professors and a special promotion programme for associate professors[61] has been implemented at the departmental level at the Faculty of Social Sciences.

Besides teaching, the Copenhagen University's qualification schemes also address five other criteria, i.e., research, societal impact, organizational contribution, external funding and leadership. The ambition with the scheme is as the purpose of the Danish Framework for Advancing University Pedagogic to ensure transparency about assessment criteria in relation to recruiting and when it comes to development of competences that is needed in order to progress to the next career level (see section 3.1). The specific criteria are 'skills that the individual academic staff member should possess when taking up the position.' (Footnote 29)

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.
The implementation takes of course place in an academic setting with different traditions for acknowledging research compared to teaching. Furthermore, at Copenhagen University the Dean makes the final decision about hiring even though the academics are hired for a specific department. Therefore, it is not possible to state whether the promotion scheme makes the situation more transparent. In addition, even though the competences needed for progressing to the next career level are spelled out, it is not always obvious how and where staff can get the support or training, they need.

8.1.2 Teaching Awards

Excellent teaching is recognized at all Danish universities and since 2019 also at the national level. The criteria for awarding varies across universities and departments. The National Teaching Award institutionalized in 2019 encapsulates the most common criteria in use at least at the elder universities. The national criteria are Inspiring teaching, feedback to students, innovation and quality development of teaching, sharing of experience with colleagues and ensuring practical relevance. The sixth criterion is free of choice[62]. The price is around 67.000 € (500.000 DKK) of which 27.000 € (200.000 DKK) is a personal

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[60] https://employment.ku.dk/faculty/criteria-for-recognising-merit/
[61] https://employment.ku.dk/promotion-programme/
[62] https://ufm.dk/uddannelse/videregaende-uddannelse/undervisningsprisen/opslag-og-indstilling/bilag-2-indstillingsblanket-i-e-grant.pdf (Danish only)

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acknowledgement; the rest is for development of teaching excellence. The Crown Princess of Denmark hands over the prices at a ceremony, which tends to ensure significant media attention. Rendering these awards visible is seen as a way to acknowledge and emphasize the importance of teaching in universities. The ministry wants 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. Each university may nominate two of the teachers that were nominated for the university's own teaching award. The University of Copenhagen's Teaching Award acknowledges 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 teachers include their own research in teaching. It should be emphasized that the criteria for the National prize are inspired by Copenhagen University's criteria – it is not the other way around. Students and staff may nominate colleagues. The prize is a Royal Copenhagen statue of an owl decorated by a chosen artist and 3.350 Euro (25.000 DKK) (overview of Teaching Awards in Table 4).

Table 4. Teaching Awards at Copenhagen University.

From IO1	Definition/Scope of TE	Measurement
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[63]. The aim is to attract attention to the teacher role and provide role models for excellent teaching	The criteria[64] 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[65] supplemented with research-based teaching
Teaching Awards (faculty/department)	It is primarily at a departmental level that teaching awards are in use	An example: Department of Political Science, UCPH has a BA and a MA price based on students' nominations and evaluations

8.1.3 Allowances and Bonus

It is possible, but not very common, to obtain an allowance for teaching. It is also possible to apply for and in some cases receive a one-off payment for an extraordinary teaching effort. Due to the rules and regulation on the job market these kinds of allowances involves both heads of department and shop stewards who are tasked with considering the overall distribution of discretionary salary supplements on an annual basis and considering available resources. It has not been possible to find documentation for the total amount of allowances and bonus allocated to acknowledgement of teaching excellence.

8.2 Portugal

As mentioned before, although teaching performance is assessed, it remains secondary for career progression: one can obtain an overall performance assessment of excellent as long as teaching assessment is 'good' (the lowest positive level that exists). There are, however, other ways of recognising TE, namely through Teaching Prizes and Awards. At the University of Coimbra, for instance, there are two Pedagogical Innovation Awards: InovaçãoPedagógica4UC and InovaçãoPedagógica@UC. The former funds pedagogical innovation cases that can be adopted across the University of Coimbra, for instances the use of serious games to foster students' problem-solving skills; and the latter rewards pedagogical innovation at the University, as in the case of bringing professionals to present real life problems for students to address, promoting group work, problem solving in real life situations and an articulation between academic knowledge and the work environment. Every year five projects/initiatives are awarded 1000 euros. These funds are a result of the University of Coimbra partnership with a commercial bank. Several of

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[63] Undervisningsprisen 2022 — Uddannelses- og Forskningsministeriet (ufm.dk) (Danish only)

[64] https://ufm.dk/uddannelse/videregaende-uddannelse/undervisningsprisen/opslag-og-indstilling/bilag-2-indstillingsblanket-i-e-grant.pdf (Danish only)

[65] The Universities used the criteria before the Ministry implemented the National Teaching Award.

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the University of Coimbra Faculties also have Teaching Awards. For example, the Faculty of Economics grants a Teaching Award every year based on a pedagogical innovation report. Teaching staff, in this case, need to have a students' assessment of at least 4 (out of 5) to be eligible. This assessment has several elements: clarity in presenting contents and answering questions; promotion of an active and critical engagement of students in class; promotion of students self-learning outside of class; availability to clarify doubts outside of class; and the overall assessment of the quality of the teacher in the teaching/learning process. It is this last element that determines a teacher's eligibility to apply to a Teaching Award at the Faculty of Economics. This award consists in research funds.

8.3 Czechia

As suggested in the section 3.3 and 5.3, teaching quality is approached rather formally in the Czech system. While the assessment of pedagogical competence is part of the procedures leading to promotion to associate and full professor, they remain secondary to the assessment of research excellence and output. Within the on-going debates about teaching quality at Charles University, however, the rector's office has been preparing new rules that should increase the visibility of pedagogical expertise and competence in the procedures.

Besides the teaching award of the Minister of Education mentioned in section 3.3, universities and faculties are free to introduce their own teaching awards. At Charles University, there has not been any pedagogical award so far, but there is a plan to introduce a rector's award for excellent teaching in the following months. Awards exist at faculty levels. For example, the Faculty of Social Sciences, Charles University has been awarding "Golden Courses" for courses at BA and MA level with the best student evaluation each semester. The winner of a Golden Course receives a diploma and a modest financial bonus.

8.4 The Netherlands

As mentioned in the previous sections, the promotion schemes in the Netherlands have traditionally focused heavily on research excellence. Yet these approaches are slowly changing and are opened up for debate in the context of the Recognition and Rewards discussion. Universities are reviewing their promotion criteria and the "research-heavy biases" inherent in many promotion regulations.

Promotions are organised at the level of Faculty (where Dean's and the central level are ultimately responsible for the promotion of colleagues to full professor) in close coordination with Institute Directors and the Rector/Colleges of Deans (in the case of full professor promotions). Promotion regulations are outlined both at university level and faculty level, emphasing the desired criteria in the realm of research, education and academic leadership/service to the profession/societal impact. Normally, candidates for promotion have to be outstanding in at least two areas, and good in the thirds. This also is currently subject to debate in the context of the Recognition and Rewards reflections.

In addition, staff members may receive one-off performance bonuses for outstanding work in the realm of teaching and service. In addition, a host of teaching award schemes exist at faculty, university and national levels.

9. CONCLUSIONS

Teaching and doctoral supervision excellence depends not only on the commitment, skills and implementation at the level of the individual higher education teacher (or group of teachers), but it also requires a strong teaching excellence culture at the institutional

Development of Teaching Excellence is an ongoing process that takes time – be patient. Furthermore, as already mentioned, no one size fits all. You must get insight into the context of the initiative addressing rules and regulation, resources available – both pecuniary, competences and time as well as the existing organizational culture, i.e., the persons involved.
The overall ambition with the E-NOTE project about a common European teaching scheme, i.e., standardizing of elements that describe (minimums) criteria a teacher should fulfil at different levels, is not an easy task to implement, because the universities conditions vary across Europe and in the world as such. A framework that captures common needs across levels and countries

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seems to be a possible point of departure. The existing examples of different frameworks address similar criteria at three to four levels at the career ladder. However, a decisive factor would be the approach to and use of a framework in practice, i.e., a framework seems to work well as a tool of inspiration, when you make all the adjustments needed in any local context while implementing relevant initiatives. The implementation of teaching excellence initiatives is an institutional responsibility that implies challenges concerning implementation, coordination and cooperation. There should be room for both local, bottom-up initiatives and general, top-down activities, which implies leadership that understand what is at stake (Stensaker et al. 2017).

Improvement of teaching and learning prerequisite a common language, which often implies a change of culture as well. Through desk-research but especially driven by speakers at the four E-NOTE teaching and supervision excellence training weeks this argument has demonstrated its value. The initiatives that emphasize dialogue and development of a common language are for example the creation of micro cultures at the University of Lund, the use of Peer Group Mentoring at the University of Oslo, the Pedagogical Competence Profile (PCP) at the University of Copenhagen and Danish Universities 'Framework for Advancing University Pedagogic'. Of course, schemes do not make changes by themselves; they have to be implemented in practice.

An overall challenge that politicians and top management should deal with and relevant institutions at an international level, is the imbalance between teaching and research, i.e., the imbalance in the recognition of research compared to teaching activities. Meanwhile, another initiative could be support of research-teaching-integration experiments (section 4.1 and 7.1).
The growing interest upon developing 'a pan-European framework for researchers' skills' could be a competitor to improvement of teaching excellence, especially, if teaching and research is kept separate. This is due to the policy agenda of the new European Research Area that includes an action 4 on attractive & sustainable and careers, this includes the European Commission's "ResearchComp: the European Competence Framework for Researchers" (Proba Samfunnsanalyse & HInn 2023).66 Therefore, a pathway could be to combine for example the EU ResearchComp-model with the E-NOTE-Blueprint-model to ensure integration of research and teaching in not only practice but also when it comes to development of staff to ensure excellence (Proba Samfunnsanalyse & HInn, 22).

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