E-NOTE

European Network On Teaching Excellence

E-NOTE HANDBOOK ON
TEACHING EXCELLENCE IN EUROPEAN CONTEXTS

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1. WHAT IS TEACHING EXCELLENCE?

The concept and practice of "teaching excellence" are widely discussed and sought after but are often not clearly defined or measured. European and national education policies, universities, as well as teachers and students often mention the importance of achieving excellence in higher education and consider it an ideal core value. However, it's noticeable that the emphasis is often on *talking* about excellence rather than actively fostering it through consistent and structured training. This is evident in the varying ways European universities claim to prioritize teaching excellence. Many universities state it as one of their core values and objectives, even marketing it as a service to students, but they may not invest much in developing teaching excellence. For instance, some universities aspire to international recognition for their teaching excellence but lack actual training programs or initiatives for enhancing teaching quality.

The University of Coimbra, a prominent example in Europe, frequently promotes its high ranking in the Times Higher Education, showcasing its excellence. Similarly, Universidade Nova de Lisboa dedicates a

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webpage to its rankings, highlighting its commitment to internationally competitive research and teaching excellence. In the broader context of education in Portugal, several universities acknowledge teaching excellence indirectly by awarding teaching and pedagogical prizes. The Portuguese Ministry of Science, Technology, and Higher Education has also recognized "excellent BA Programmes" based on acceptance rates for specific programmes with high grades.

The Portuguese example illustrates how teaching excellence is highly valued at the university and national education levels, yet there is a lack of structured programmes for training, developing, and assessing teaching excellence. Establishing such programs would require a common agreement on what constitutes teaching excellence and what defines an excellent teacher. From this definition, tailored training programs and criteria for evaluating excellence would emerge, along with potential rewards and awards.

The situation in Portugal is not unique. The case of the Czech Republic also demonstrates the use of unclear and inconsistent terminology when discussing teaching excellence. In the Czech Republic, terminology related to teaching excellence lacks a consistent and widely accepted definition. For instance, Charles University does not include "*teaching excellence*" in its strategic plan, unlike research excellence. Instead, it focuses on providing "*education for the future*". Masaryk University, on the other hand, aims to be known for its excellent teaching, but the details of what constitutes excellent or future-oriented teaching are scarce. At the national level, the Czech Republic has a National Prize for Outstanding University Teachers, endorsed, and granted by the Minister of Education, Youth, and Sport. This prize recognizes excellent educational contributions in universities without a precise definition of teaching excellence. However, there are criteria that guide the awarding panel in their decisions. More broadly, in 2020, the ministry launched its Strategic Plan for Higher Education, which frequently mentions "*quality in education*" or "*teaching quality*." It also refers to "*excellence*" in the context of higher education and doctoral education. The plan acknowledges that the term "*excellence*" has often been limited to research performance, both at the institutional and individual levels. The document stresses the need to expand the concept of excellence to encompass educational activities and support diverse higher education institutions in achieving recognition as excellent.

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In some other national contexts, such as Denmark, the term "*teaching excellence*" is intentionally avoided. Instead, the 2011 National University Act uses the phrase "*highest international level*" to describe the standard of both research and research-based education that universities should offer. The University of Copenhagen's Strategy Plan, for example, uses "*excellence*" sparingly, with a vision of being recognized for research quality. In Denmark, "*excellence*" is mainly associated with research and is not commonly used in the context of teaching.

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

1. Knowledge and organisation of subject-matter (ranging from, inter alia, possessing a broad and accurate knowledge of the subject matter and selecting appropriate material for effective and clear delivery to pointing out the relevance of the material to other subjects and current affairs)

2. Skill in instruction (ranging from, inter alia, careful planning, 'stimulating intellectual curiosity', 'making clear explanations', conducting discussions with skill and 'adjusting to students' to helping students with the 'formation of desirable habits', 'returning work with constructive criticisms' and 'managing routine matters efficiently').

3. Personal qualities of the instructor (such as, inter alia, 'interest in subject and teaching', accessibility, confidence, sympathetic attitude towards students, open-mindedness, tact, sense of humour and 'freedom from sarcasm').

4. Professional development of the instructor (keeping up to date with the literature of the taught

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subject and more recent developments in teaching, 'devoting systematically a reasonable portion of time to research or other creative work' and attending conferences).

5. University cooperation ('showing loyalty to the department and colleagues, cooperating with faculty and administrators by serving on committees, wider service to the university and contributing to solution of problems).

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

Notably, Breed's approach to "teaching success" factors does not include long-term 'transformational effects' on students. Interestingly, no reference can be found on having to prepare students for the labour market – other than the reference to pointing out relationships between the class materials and current affairs. Such emphasis, as the literature on the 'corporatisation' or 'vocationalisation' of academia highlights, has emerged only as late as the 1970s. Breed's approach of listing competences across categories in order to define (and often evaluate) teaching success can also be found in, for example, University of Copenhagen's current approach to defining "teaching competence" or a "pedagogical competence profile". This framework encompasses six different competence areas, namely:

1. "areas of responsibility" (referring to, inter alia, planning, delivering and evaluating classes or whole

courses, contributing to development of the quality of the study programme and to quality assurance tasks at faculty or programme levels)

2. "knowledge sharing and peer supervision" (taking part in peer review sessions of each other's teaching practices in order to develop as a teacher, share practices with the department and society more generally)

3. "knowledge of learning, teaching and the study programme" (knowledge and awareness related to students' learning and needs, including labour market needs, strengthening links between research and teaching...etc)

4. "practice and reflection" ("This area concerns the teacher's ability to establish and develop good teaching practices through conscious choices and continuous reflection on their own teaching")

5. "training in the pedagogy of university teaching" (This area concerns the teacher's formal pedagogical qualifications and their ongoing development through participation in and contribution to formal pedagogical in-service training activities, including training on PhD supervision")

6. "pedagogical development projects" ("The teacher can be involved in pedagogical development projects by participating, initiating or managing projects...involving, inter alia, introducing new forms of teaching, supervision and evaluation...")
Across these six categories, there is also a total of 34 specific sub-tasks or qualities that, taken together, contribute to defining teaching competence. Whilst the Danish approach also often explicitly rejects the discourse of "teaching excellence" it is as specific and similar to the long-standing American examples of teaching success qualities.

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

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

Furthermore, Dutch universities have introduced the "Senior Teaching Qualification" (*Seniorkwalificatie Onderwijs - SKO*) programme. This initiative is designed for experienced higher education teachers who also have education management experience, such as programme directors or education directors. Participants in this programme undergo advanced training alongside their peers to enhance their teaching and education management skills. The evaluation criteria include a strong emphasis on pedagogical reflection, contributions to educational curricula, and mentoring of colleagues. Additionally, there are various teaching-related activities and training opportunities, including university-wide Teaching Awards driven by student input, university-wide Teaching Academies, and dedicated centres focused on promoting teaching innovation.

In the context of these clearly defined teaching qualities and pedagogical competences, "teaching excellence" can be understood as an instructor's ability to excel in implementing most or all of these competences and teaching qualities. It's worth noting, however, that there have been significant criticisms of the concept of "teaching excellence," and the "competence approach" is not without controversy. For instance, Alan Skelton has expressed concerns about the lack of substantial debate and discussion within the education sector regarding the meaning of teaching excellence. He argues that the widespread use of the term in public and policy discourse is a consequence of managerialism, market forces, and neoliberal performance measures. Instead, he advocates for acknowledging that teaching excellence is a concept open to interpretation and suggests that individuals should develop an informed personal perspective on what it means in practice.

He writes: *"a critical approach recognizes that teaching excellence is a contested concept which is historically and situationally contingent. This means that there are different understandings of what teaching excellence means and how to practice it. Differences in interpretation may occur across time and space, as understandings of excellence are shaped by the historical and cultural context within which teachers are located. But students, teachers, politicians and employers may all have different*

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understandings of teaching excellence at any given moment in time within a particular system of higher education. Listening to these different 'voices' helps to deepen our understanding of teaching excellence and to inform our practices as teachers."

Analyses of various national higher education strategies and policies play a pivotal role in comprehending the contextual factors that influence the definition of "teaching excellence" and the desired functions of higher education institutions at a particular time. This understanding is contingent on the prevailing government and the specific national context. For instance, Czechia's 2020 national education strategy articulates strategic objectives aimed at preparing graduates to address broader societal needs. It emphasizes the development of lifelong learning skills and the acquisition of competences and skills relevant to succeeding in the labour market. The strategy envisions higher education graduates as individuals who not only adapt to the world but also actively contribute to its betterment. They are expected to engage in civic life, assume leadership roles, and introduce innovations that enhance the quality of life for all. The strategy underscores the importance of fostering a positive attitude towards learning and the development of general and professional competencies throughout life. Simultaneously, it recognizes that, for most students, higher education is a stepping stone to full economic participation, and their studies must prepare them for this reality.

National policies and strategies establish the overarching framework for public discourse and societal expectations regarding higher education institutions. These institutions must align their educational approaches, programs, and staff development with the broader objectives set by these policies, which are becoming increasingly complex.

Despite these considerations at the national policy level, most discussions and theoretical discourse surrounding "teaching excellence" primarily focus on the individual level, particularly the qualities and impact of higher education teachers. While the skills, attitudes, and approaches of teachers are of utmost importance, they are not the sole determinants of teaching success and overall excellence. The institutional environment, administrative support for teaching, working conditions, and career progression opportunities all play crucial roles. This also extends to the student's learning experience. If one of the methods to measure the outcomes and impacts of teaching excellence is student learning,

then the quality of the learning environment and conditions for students are integral.

The World Bank, for instance, emphasizes the significance of "education infrastructure" from primary school to higher education. Several national quality assurance schemes, such as the "teaching environment criteria" employed by the Dutch-Flemish Accreditation Organisation, consider this aspect. However, universities have not yet adopted common evaluation methods for teaching that encompass this perspective.

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

1. University’s clear Vision on Excellence that is supported, advanced and communicated at the level of the organisation and implemented and supported by the education programme, teachers and students. This also requires clarity on what the organisation understand under ‘excellence’ and how it should be reached – with a vision on what students and lecturers need to ‘optimize’ this vision and implementation of excellence.

2. Culture and Community-Formation where a climate of excellence is constantly advanced and created, co-owned collectively by students and lecturers. This also requires constant exchanges between students and lecturers not only within the honours programme, but also across the entire facult(ies). In

addition, a "physical space" should be created where students and teachers of the honours programme can meet (e.g., a learning and innovation lab...etc).

3. Added Value and Relations with the Labour Market – where it is crucial to constantly highlight the added value of "the promotion of excellence", reflecting on the achievements of students and what the lecturers themselves are learning. This should also become clear through concrete added value for students in relation to the labour market and requires the clear highlighting of what precisely the added value of excellence is.

4. Chains and Networks – Learning from each other in networks and through clear learning lines and threads across the courses. Learning from successes and challenges.

5. Excellent Lecturers – "excellent students require excellent lecturers", it is important that lecturers are intimately involved in the governance and policies of excellence programmes and it is necessary to maintain attention and a strong emphasis on the professionalisation of teaching staff. Crucially, this requires that lecturers are also given dedicated time and specific hours to professionalise, to create new activities and to experiment with new forms of teaching.

6. Organization and Governance – a strong anchoring within the organisation is of great importance for the success of education innovation. At every significant level of the organisation there should be a 'managerial owner' of the excellence policy. This also means that the implementation and development should be measured and that the highest level of management of the university (i.e., the executive board) is the ultimate and 'unmissable' owner of the excellence programme.

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

A total of 20 Dutch higher education institutions – including research universities, universities of applied sciences and schools and institutes of arts – were awarded funds under the Sirius initiative. The initiative

came to a close in 2016, but the conditions of the award of funding included the requirement to continue the honours classes and programmes beyond the funding period. The programme was also externally assessed by an independent panel of experts through six annual reports. A lasting legacy of the initiative is that most of the participating institutions still run "honours programmes" for their most talented students. The University of Leiden, for example, still has its "Honours Academy" and Honours Programmes, where talented and ambitious students (based on grades and letters of motivation) are selected for extra courses and education initiatives at BA and MA levels. A disadvantage is that often new instructors that teach courses are no longer aware of the Sirius initiative and also not brought together on a regular basis to discuss teaching innovations and learn from each other in terms of teaching excellence. This hampers slightly the long-lasting effect and potentials of the initiative.

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

in higher education in 2010 by creating a scheme. The jury is still out on how effective and impactful such programmatic interventions and "cash injection" schemes are in terms of influencing and enhancing teaching quality and "teaching excellence" in a systematic and sustainable manner.

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

Our point of departure is thus that we view 'teaching excellence' as an umbrella term that refers to higher education institutions' policies and frameworks and individual instructors' approaches that advance student learning and development (and their societal context) in a superior/highly successful/highly effective manner. By 'excellent' we mean policies (at national, university, faculty, department, or programme levels), practices (or "practical examples") and outcomes that can be regarded as examples that are held in high regard by students, alumni peers, administrators or quality assurance bodies – or indeed by independent researchers. "Teaching excellence" is thus not a rigid term, but in many cases the expression of an ambition to strive towards refined and impactful teaching practices. How exactly different versions and forms of this goal can look in practice is a core task to explore in this report and the wider project as a whole. As has become clear throughout the research carried out for this project, even if institutions or individuals do not literally refer to the term "teaching excellence" all institutions have an equivalent term or framework that expresses the ambition of providing high quality teaching practices and outcomes. Synonyms range from "teaching requirements', 'teaching competence' or 'good higher education teaching' to 'teaching quality', 'teaching success' or 'teaching effectiveness'. Indeed, there has been a rich literature for some years on "quality" in higher education, which we have also looked at for this mapping exercise and which more often than not runs in parallel to the discussion and literature on teaching excellence .

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

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

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2. WHAT IS DOCTORAL SUPERVISION EXCELLENCE?

2A. Introduction

Teaching excellence is still a contested concept with different perspectives across European universities. For example, the term teaching excellence is deliberately not used in Denmark. Within the E-NOTE project, we approach the term teaching and doctoral supervision excellence as an umbrella term referring to policies, practices and outcomes that advance student learning and development in a superior/ highly successful/ highly effective manner. More specifically, excellence in doctoral supervision is seen as a set of skills and practices that go beyond everyday supervision expectations.

However, doctoral education is generally less institutionalised than the undergraduate and graduate teaching levels. One of the key differences amongst the educational systems is the authority which defines teaching standards. Also, there are differences in the ambition of those authorities (defining minimum or expected standards or going beyond with outstanding practices) and the obligatory nature of the standards.

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Within the E-NOTE project, we collected information about the different approaches of European universities towards excellence in doctoral supervision and good practices in the area. Within this chapter, we summarise the findings to highlight the definition of excellence in doctoral supervision and present some good practices. Lastly, the key takeaways of the impact of covid-19 on doctoral supervision are mentioned.

2B. Defining Teaching Excellence

2B.1 European level

At the European level, the so-called Dublin descriptors can be seen as starting point towards a common understanding of excellence in doctoral supervision. In line with the above understanding of excellence, those are learning outcomes which university teachers should be able to translate into their teaching and supervising. Going beyond those descriptors or performing them particularly effectively can be seen as excellence in supervision (or teaching). Another point of departure for a common understanding of excellence is the Guidelines on Supervision developed by the Commission's Directorate-General for Education, Youth, Sport and Culture. There, good supervision is defined in terms of actions beyond knowledge transfer. Supervisors should: guide, support, direct, advise and mentor.

More information on how excellent supervision is seen within the EU institutions can be found in the recommendations made by the Marie Skłodowska-Curie Actions (MSCA) Unit of the European Commission.

2B.2 National level

Doctoral education is often regulated by a national authority that sets some minimum criteria for PhD supervisors. For example, in Denmark, the Czech Republic and Portugal, the national institutions regulate the academic experience needed for doctoral supervision. However, there is still less attention to the training schemes and requirements for doctoral supervisors; a certain level of experience within academia and research is the critical requirement.

2B.2.1 Institutional and departmental level

We can find more specific requirements for doctoral supervision at the institutional or departmental level. Although, the rules are still less institutionalised than the undergraduate and graduate level of higher education.

- At the level of doctoral studies, these are most often perceived in terms of the skills of the supervisor, learning outcomes of the doctoral students or broadly in the design of the doctoral studies.
- Regarding quality evaluation, some universities, such as the University of Copenhagen, have a specific authority (PhD Committee) responsible for evaluating the programmes.

Good Practice

An example of more comprehensive rules and regulations of the supervision process and the competencies/training needed for supervision can be found within the framework of the Dutch BKO. The universities emphasise the responsibilities and skills of the supervisor and often require some training or co-supervision.

2B.3 Examples of competencies for excellence in doctoral supervision

Within the mapping conducted, the competencies considered the most relevant by educators and supervisors are:

- mentoring
- international networks
- support and feedback
- skills development
- clear communication

2B.4 Measuring Teaching Excellence

There is less attention paid to measuring excellence, specifically in doctoral supervision. However, we identified good practices within the mapping. Doctoral programmes are generally evaluated through quantitative and qualitative student evaluations or annual meetings with independent colleagues.

Good practice

The University of Coimbra applies two surveys: one after students complete their coursework (Moment A) and another one once they submit their thesis (Moment B).

The focus of Moment A is on the following:

- training and research support
- training and research activities
- teaching staff and coordinators' performance
- and PhD supervisors' performance

Moment B focuses on:

- programme's organisation
- infrastructure and environment
- training quality
- teaching staff performance
- PhD supervisors' performance
- institution's support regarding scientific production and international mobility.

Covid-19 impact

Within the mapping of the e-NOTE project, the impact of the pandemics on doctoral supervision was considered less severe compared to undergraduate programmes. Some distance and digital tools were often already in place at the doctoral level. Some positive effects can be seen in the digitalisation of academic procedures and training, which also opened new opportunities in internationalising PhD studies. However, the survey also showed that the pandemic put PhD students under particular pressure. Takeaways from the survey suggest some measures universities can take to mitigate the impacts of disruptions. One of the positive long-term effects of the pandemic is a higher prioritisation of well-being within educational institutions in general, but also specifically within doctoral education. As

we understand it, the well-being of students and educators is a part of the definition of teaching excellence. Teaching excellence shouldn't be understood only in terms of the educator's capabilities or students' results but the whole educational system. The negative impacts of the pandemic led, in many institutions, to increased visibility of the importance of well-being. New services focused on well-being were established in many places, or existing services were promoted or strengthened.

Key takeaways:

- In times of disruption, PhD students should have access to offices, labs and supervision.
- Protocols for supervising PhD students should be in place to provide a stable environment where students can discuss their challenges.

Good practices:

- Administrative and some teaching and developmental activities were digitised during the pandemic. Several universities continue offering hybrid qualifications.
- The digitisation of administrative procedures and teaching led to increased opportunities in internationalisation, such as Cotutelles.
- Many universities also implement monitoring processes and initiatives to support their PhD students.

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3. TRAINING EXCELLENCE

3A. Introduction: the need for training

The debate concerning teaching and doctoral supervision training is a long one and, although many have recognised the need for teaching-training in higher education (*inter alia* Ödalen et al; Roxå and Mårtensson; Stes et al; Postareff et al; Gibbs and Coffey), its institutionalisation still falls short of what could be expected. Traditionally, higher education teachers and doctoral supervisors are "the only profession[s] requiring no formal training of its practitioners" (Allen and Rueter, 1990). However, teaching and supervising are not activities in which most people, even intelligent and accomplished graduate students are automatically skilled (Weimer, 1997). Many agree that it does not make sense to take courses to train for research, but then just hope for the best when it comes to teaching in higher education, simply hope to perform well without any prior instruction (Johnston, 1997). There are some studies that establish a link between teaching-training and the way higher education teachers think about their teaching and on their teaching practice (Roxå and Mårtensson, 2013). Prosser and Trigwell (1999), for instance, show how teacher-training has an impact on the development of a learning-focused conception of teaching, instead to content-focused teaching conception. Consequently, as Roxå and

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Mårtensson (2013) state: "*[i]f policymakers and practitioners wish to enhance academic teaching and student learning, [and promote excellence], it is clearly a good idea to organize teacher-training for academic teachers*".

Once it is recognised that teacher-training is necessary, the discussion entails several different aspects regarding the implementation of this idea. Should academic teacher-training be done at the national level or at each institution? Should it be compulsory or voluntary? When should it take place: at career-entry level or also throughout the career? And should it be a structured training programme with a minimum duration, or could it be a series of short courses or ad-hoc initiatives? And what should be trained, what contents should be considered *sine qua non*? The E-NOTE project has compiled a series of different answers to these questions, presenting various examples and approaches that may be of relevance for the reader.

3A.1. Training level and nature

There is no consensus regarding if training should be conducted at the national, institutional or departmental/workgroup levels (Knight and Trowler, 2000; Knight 2006a, 2006b). The current teacher-training map across Europe reveals a rather diverse landscape, with few countries requiring compulsory training, such as The Netherlands and Denmark; several offering some level of training, as in the case of IST in Portugal or Durham University in Great Britain; and many others with almost only voluntary, often ad-hoc, initiatives, as, generally speaking, in Portugal, or almost nothing at all, as in Czechia. The E-NOTE project identified compulsory qualifying schemes offered both at the national and the institutional levels; training programmes at university, faculty, and department levels, both compulsory and voluntary; and efforts to build communities of practice at different levels, totally voluntary. So, we are able to find different answers to our initial questions, with various shapes and forms. Still, the recommendation of creating some sort of educational development at some level has become quite influential (Pleschová et al., 2010).

3A.2 Compulsory qualifying schemes

The Dutch and Danish contexts have compulsory qualifying schemes, the Dutch at the national level, although implemented by each University, and the Danish at the university level, although implemented

by each Faculty. These qualifying schemes share another feature, they are mutually recognised among HEI in each country, but not across countries.

Compulsory qualifying schemes
Basiskwalificatie Ondwerwijs (BKO) The Netherlands
University of Copenhagen Pedagogical Competence Profile Denmark

Basiskwalificatie Ondwerwijs (BKO): In the Netherlands, there is a national University Teaching Qualification (BKO) framework since 2008, requiring every higher education teacher, irrespective of their previous teaching experience, to obtain a BKO certificate during the first two years of their appointment. The BKO is a human resources legal requirement to secure a permanent contract or to be promoted. To learn more about the BKO, please refer to IO1 (4.5); IO3 (Best Practice Guideline 6); and IO4 (6.4 and 7.4).

University of Copenhagen Pedagogical Competence Profile: In Denmark, there is no national teaching qualification scheme such as the Dutch BKO. However, Universities Denmark, an association representing the eight Danish universities, has created in 2021 a framework for university pedagogical advancement, allowing HEI to implement their own approach to pedagogical competence. Also, the national Job Structure for academic staff at universities defines the overall guidelines HEI should establish when training their teachers. But it is left up to each University/Faculty to create and offer a Teaching and Learning in Higher Education Programme (TLHEP), which is compulsory for any professor on a trial basis in order to secure a permanent appointment. The University of Copenhagen Pedagogical Competence Profile was launched in 2012. To learn more about the University of Copenhagen TLHEP, please refer to IO1 (4.2), IO3 (Best Practice Guideline 6), and IO4 (6.1 and 7.1).

3A.3 Compulsory and voluntary training programmes

The two examples provided here are illustrations if compulsory and voluntary training programmes offered at Faculty/Department level. As these, there are numerous other cases across the European Education Area, in which universities, faculties and departments have started to commit to teacher and supervisor training.

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Durham University Supervisor Development Programme: At Durham University, for instance, new doctoral supervisors need to attend the initial supervisor development programme. Each department is responsible for ensuring new supervisors attend this programme. To learn more about this Programme, please refer to IO3 (Best Practice Guideline 7).

IST Academic Development Unit: In Portugal, there are no nation-wide or university compulsory qualifying or training schemes. Still, some HEI have included pedagogical training in their priority list. At the *Instituto Superior Técnico* (Faculty of Engineering) of the University of Lisboa, there is an Academic Development Unit since 2017, which offers training and teaching assessment on a voluntary basis. To learn more about this Unit, please refer to IO1 (5.4) and IO3 (Best Practice Guideline 7).

Compulsory and voluntary training programmes
Durham University Supervisor Development Programme Great Britain
IST Academic Development Unit, University of Lisbon Portugal

3A.4 Voluntary community building initiatives

Several countries still do not have national frameworks requiring teacher and supervisor training; and many universities have also not been able yet to create a structured training programme. Still, most universities have started to engage with the importance of teacher and supervisor training. For this effect, we can find HEI which have created pedagogical ad-hoc initiatives and networks, fostering communities of practice.

Teaching Academy Utrecht University (T@UU): In the Netherlands, the Centre for Academic Teaching of the Utrecht University includes a Teaching Academy. This is a network for and by all teachers at Utrecht University, which offers a locus to share experiences and foster new ideas across Faculties and on a voluntary basis. To learn more about this Academy, please refer to IO3 (Best Practice Guideline 8).

Voluntary community building initiatives
Teaching Academy Utrecht University (T@UU) The Netherlands
UC_DocênciaLABS, University of Coimbra Portugal

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UC_DocênciaLABS: In Portugal, the University of Coimbra has created the initiative UC_DocênciaLABS, which presents an annual programme with training opportunities and pedagogical forums initiatives. This was created with the intention of triggering "a cultural transformation of the teaching-learning process". To learn more on this initiative, please refer to IO1 (5.4) and IO3 (Best Practice Guideline 8).

3B. Training timing and duration

The timing and duration of a teacher and supervisor training programme or initiative is crucial to potentiate the pedagogical transformation envisaged. Most compulsory qualifying or training schemes, such and the Dutch BKO, the Danish TLHEP and the Durham University Supervisor Development Programme, are mandatory at the beginning of the academic career, and in the Netherlands and Denmark they are also required for promotion. Voluntary training and community building initiatives are open to teachers and supervisors at any stage of their careers. In the case of the initiatives to build communities of practice this inter-generational approach is essential for experience sharing and fostering critical thinking on teaching and supervision. In educational contexts where there is no compulsory training the discussion has tended towards making it compulsory for new higher education teachers/supervisors and voluntary for the remaining teaching/supervising community (Ödalen et al, 2019).

The duration of the qualification/training is yet another aspect that is worth taking into consideration and reflecting upon. It should not be too long that teachers and supervisors feel they cannot cope with it, and it should not be too short that participants get the sense that it is only a matter of checking another box in a list of requirements. In some cases, the hours dedicated to training are considered part of the teacher/supervisor workload, such as at the University of Amsterdam, but in other contexts, training hours are added to the regular working hours, such as at the University of Coimbra. Striking a balance between what is required and the conditions under which the requirements are met is essential to reflect a serious and transparent commitment to teacher and supervisor training and qualification. In Denmark, the TLEHP runs for approximately 175 hours and successful candidates need to attend at least 80% of the time; in the Netherlands the BKO can entail 125 hours of study time, including sessions, at Utrecht University, to 160 hours at the University of Amsterdam. The Durham University Supervisor Development Programme entails four hours of sessions and the UC_DocênciaLABS offers workshops and

short courses that can run for two to 12 hours, which each teacher/supervisor being able to enrol *à la carte*, in one or in all.

3C. Training objectives and contents

The E-NOTE project has engaged with teacher and supervisor training with the clear objective of promoting excellence through training excellent teachers and supervisors in the European Education Area. "[T]raining has positive effects on individual academic teachers' [and supervisors'] conceptions and subsequently on their students' learning." (Roxå and Mårtensson, 2013: 214) But the E-NOTE project did not disregard other possible objectives, such as the support of institutional goals as expressed in institutional policies (Clegg 2009; Macdonald 2009); how to contribute to the institution as a learning organization (Senge 2006); how to support teachers as reflective practitioners (Schön 1983); or how to support an emerging academic culture based on the scholarship of teaching and learning (Lindberg-Sand and Sonesson 2008). (Roxå and Mårtensson, 2013: 214).

The E-NOTE mapping exercise engages with these different aspects when discussing excellence in higher education. Consequently, this section presents the objectives and contents of the examples being analysed as potential paths and alternatives, not necessarily excludable, but that may inspire the reader to get ideas, mix and match, adjust and reflect on their own educational context.

3C1. Qualifying schemes provide clear objectives and create expectations for teachers and supervisors, defining minimum standards that must be acquired to be a teacher/supervisor. These schemes also usually define the topics that training should focus on providing a common set of elements to all that qualify. The Dutch and Danish qualifying schemes share the same objectives: qualifying teachers/supervisors. The Dutch BKO's objective is "to guarantee the quality of education in the Netherlands" and it is considered "a mark of quality used by all Dutch Universities" (Leiden University, n/a). And the Danish University of Copenhagen TLHEP aim at qualifying university teachers, requiring them to update their teaching portfolio and contribute to the development of their department's teaching in collaboration with students and colleagues (University of Copenhagen, n/a).
The contents of each of these qualifying schemes differ and, on this topic, it is important to reflect on the overall objective of setting up a compulsory qualifying/training scheme, because it can easily become

just a control mechanism, rather than a development-focused process. The contents may also reflect this difference in focus. The BKO, for instance, starts with an interview with the Faculty's BKO contact person and based on the teacher's teaching experience, they decide which learning outcomes they need to develop further. The training programmes for BKO qualification include modules such as 'how to design a course', 'teaching in practice', 'testing and assessment', 'supervising thesis students', or 'reflecting on one's own teaching'. Still, there is variation in the way universities and, sometimes, even faculties within the same university, define or emphasise certain teaching quality elements and criteria to be taken into account in one's BKO programme. In the portfolio, the teacher has to demonstrate teaching capacities across three core categories:

- "content-related characteristics",
- "assessment-related characteristics",
- "process-related characteristics".

The portfolio should include, at least, the following information: student evaluations; their supervisor's assessment; reflection on their own development as a teacher; and advice from their colleague-mentor (if they follow a training programme).
Regarding the Danish University of Copenhagen TLHEP, six elements need to be taken into consideration:

- teaching and supervision of theses,
- assessment,
- quality assurance,
- collaboration with students,
- collaboration with colleagues,
- cooperation of quality assurance.

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 key areas of teaching skills are 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; and pedagogical development projects (University of Copenhagen Pedagogical Competence Profile). The portfolio must also include an overview of completed teaching assignments, evaluation results and the assistant professor's reflections on their own pedagogic work.

3C2. Structured training programmes usually have clear objectives and are offered on a regular and predictable basis and create expectations for teachers/supervisors, but they are set up by each institution on a voluntary basis, without it being a national requirement. The Durham University Supervisor Development Programme, for instance, aims at enhancing supervision quality, covering the changing international context of doctoral education; the institutional context at Durham; the pedagogical context; and the practice context (case studies of dealing with wellbeing and mental health, conflicts and difficult conversations). It also involves a session on faculty policies and presentations by two supervisors from the faculty who have won the University's award for excellence in doctoral supervision. The IST Academic Development Unit of the University of Lisboa, on its turn, aims at developing teaching and learning strategies and dynamics that potentiate students' academic development and teachers' and researchers' career development. The Development and Training Programme focuses on planning curricular units and teaching and research activities; contents' transfer and positioning the student at the centre of the teaching-learning process; and optimising evaluation and feedback processes. It aims at inspiring teachers and supervisors, promoting teaching quality and engaging the academic community.

3C3. Building communities of practice is a process, which usually also has general objectives, but where the contents are more ad-hoc, diverse and evolve with the actual process being developed. The Utrecht University T@UU has the mission to improve the quality of university education by bringing together teachers from different faculties to learn from each other, find inspiration, collaborate, and innovate (Utrecht University, n/a). The Utrecht University also has a teaching laboratory for teachers, students, didactic researchers, and companies, where they can jointly explore, develop and test new possibilities

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in educational practice. Teachers and supervisors innovate their education and inspire colleagues with new ideas. As for the UC_DocênciaLABS, the objective is to trigger reflection, training, and impetus processes for changing pedagogy at the University of Coimbra and, eventually, lead to a cultural transformation of the teaching-learning process. In these cases, the contents are more generic and offered on an ad-hoc basis, focused mainly on pedagogical experience sharing initiatives and on teaching methodologies, such as flipped classroom and peer instruction, project-based learning, b-learning, assessment using digital tools, among others. The key objective of these initiatives is to create an environment that is able to promote communities of practice focused on pedagogical skills and reflexive dynamics.

The E-NOTE project has produced ”A common curriculum for higher education teacher training”, not in the sense that this is THE common curriculum to be adopted, but as a basis for the reader to browse, get inspired, and adjust the compiled syllabi to the objectives, resources and context where it is going to be implemented. Please refer to IO2 for more information.

During the implementation of the E-NOTE project (2020-2023), Charles University, an E-NOTE partner, initiated an internal debate on setting up a university-wide system of teaching qualification. Although the debate is far from finished, it is highly probable that the university will define minimum standards (learning objectives, contact teaching hours) for the training course, with individual faculties preparing their own courses, reflecting the disciplinary specificity. Each course will have to be centrally approved and accredited by the Rector to ensure common standards on teaching skills aimed at teachers (and doctoral researchers) beginning their career at Charles University. But it is important to understand, that this planned formalisation of teaching training structures builds on the existing informal structures that have mushroomed throughout the university in a bottom-up level and have facilitated the exchange of experiences across faculties.

The example of Charles University raises three other aspects that might of interest to the reader. The first addresses the issue of where the training should occur: if within one’s discipline or not. Some argue that “training and other kinds of professional development should take place” (Roxå and Mårtensson, 2013: 214) within the discipline or department within which a teacher’s professional identity is formed

(Henkel, 2005). As Roxå and Mårtensson (2013: 214) wisely highlight, *"[t]aking individuals form their professional context, training them, and then expecting them to influence their peers once they return is hardly likely to happen, especially if the teachers trained are young colleagues within a professional community"*. Consequently, it is important to strike a balance between defining common standards and deciding how to implement them in terms of contents and where the training is offered. The second aspect addresses the issue of who should be trained, not in the sense of young or more experienced teachers and supervisors, but if doctoral researchers should also already be included in this training, thinking on a longer-term perspective. Some have already been arguing that training should be part of career development plans for doctoral researchers (Robinson and Hope, 2013), so teacher and supervisor training becomes an institutionalised skill such as research or project management. And the third aspect concerns the sustainability of your choices. Teacher and supervisor training *"[e]fforts cannot propagate without being negotiated in social contexts"* (Roxå and Mårtensson, 2013: 228), where teachers and supervisors work, share their experience and define their professional identity. So, building communities of practice on pedagogical aspects comes up as a crucial aspect to develop a quality culture (Roxå, Mårtensson & Olsson, 2011) and foster excellence in higher education.

Higher education teacher and supervisor training is definitely on the agenda. The research conducted by the E-NOTE project suggests there is more being done regarding teacher training than supervisor training, still E-NOTE's key takeaway is that one can start small, with informal pedagogical sharing experiences and move from there, as Roxå and Mårtensson (2015) argue. You can see from the summary in the table available in the appendices, how diverse and how similar training initiatives can be developed. These examples may inspire you to come up with the most suitable strategy to training in your own institution and educational context.

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4. REWARDING AND PROMOTING EXCELLENCE

4A. Introduction

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. *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.

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Reward schemes need to be considered in the larger context of structural, cultural, and organizational demands for academic achievements, not simply applying generalized criteria and predefined pathways. Instead, the starting point, goals, and visions for fostering excellent teaching should be taken into account throughout the process. This is particularly critical because reward schemes run the risk of promoting criteria that do not align with the intended visions and outcomes for teaching practices. For example, individual prizes tend to foster an individualized focus on teaching efforts rather than team-based prizes that could encourage a holistic approach, emphasizing coherency and overall quality in educational programs. It is important to consider rewards and promotions as strategic tools that require consideration from both short-term and long-term perspectives.

Regarding both rewards, promotions and awards, transparency in the purpose, selection of criteria and assessment process is at the essence to create legitimacy and space for critical reflection and discussion, important for fostering a culture of excellent teaching and supervision that is developed and embraced over time.

The E-Note project has collected a selection of different rewarding, awarding and promotion practices across national and international contexts. Throughout this chapter, examples and approaches are presented to create an overview of the different themes and levels that may be of relevance for the reader.

4B. Types of rewards and promotions at different levels

4B1 International level

International reward schemes of teaching excellence and promotion paths are becoming increasingly relevant to establish the balance between recognition of teaching and research activities. Various international teaching awards have already been established to promote and acknowledge excellent teaching. The E-NOTE ambition is to furthermore suggest a shared set of minimum standards for excellent teaching that not only awards excellent teaching and supervision but establishes formalized rewarding schemes that increase mobility and remove barriers to international work within teaching and supervision. However, implementations of minimum standards are no guarantee to increased

mobility. Although several countries have national minimum standards (including the Netherlands, Sweden, UK and Denmark), the variations in criteria and scope continue to pose challenges in recognizing merits across national borders. It is therefore not sufficient to agree on minimum standards; the standards must be accompanied by discussions on implementation and recognition.

Awards

1) the APSA Teaching Awards from the American Political Science Association that grants three different Teaching Awards, all recognizing teaching excellence and contributions to the faculty and community within the field of political science research.

2) the Profformance award, open to all Higher Education Institutions of the European Higher Education Area, aims to acknowledge and celebrate excellent teaching practices and to promote cooperation and knowledge sharing among the institutions.

To read more about international awards, please refer to IO3, Teaching Excellence Awards and Prizes, International level; IO1, 6. Reward, Promotion Paths and Incentive Schemes Related to Teaching in Higher Education; IO4, 8.1.2 Teaching Awards, IO2, Designing teaching awards & Recognising and rewarding supervisors and their teams

4B2. National level

Various strategies can be employed at the national level to promote the advancement of teaching practices. Examples include:

- Formalizing reward schemes through hard requirements, aligning institutional approaches or establishing national promotion schemes can provide shared regulatory frameworks for institutions to strengthen collaboration, cross-institutional mobility and make knowledge sharing easier.
- Awards serve as a means to recognize, acknowledge and give visibility to the teaching task. Awards has the potential to create role models and inspire new ways of approaching teaching

and supervision. At the same time, national awards promote specific criteria, signaling what is valued as good – or even excellent – teaching.

- Information gathering and documentation of teaching and supervision practices and performance can be used as strategic tools to influence decision-making, establish best practices, incentivize development or create competition among institutions.

Based on learnings from the E-NOTE project, it is however always essential to ensure local adjustments. Even at a national level, one size does not necessarily fit all.

4B2.1 National promotion schemes to achieve salary increase

In Portugal, the Teaching Staff Assessment evaluates teaching staff in four dimensions: Scientific, teaching, knowledge transfer and management. The assessment is applicated to promotion processes and to processes of salary increases within the same academic positions. How much weight is applied to each dimension and how they are assessed varies from institution to institution. The assessment is completed regularly, usually every three years, creating motivation for development and transparency in expectations when comes to prioritizing time and efforts in the four dimensions. To read more about the Portuguese Teaching Staff Assessment, please refer to IO3, Best Practice Guideline 3 – Inclusion of teaching and doctoral supervision excellence in career promotion schemes - #2 Portugal: Teaching Staff Performance Assessment; IO2, Incentivising teachers to develop further.

4B2.2 National promotion schemes to obtain permanent positions

The Dutch Basic Teaching Qualification (BKO) scheme requires all lectures from Dutch universities to obtain the BKO certificate within the first two years of appointment to ensure they are eligible to a promotion or to have their contract extended. The certificate is based on a written portfolio, student evaluations and references from teaching colleagues. The criterion of the portfolio varies across universities and faculties. The BKO scheme is followed by the Senior Teaching Qualification scheme (SKO), however not mandatory, and other incentive schemes, such as teaching awards and teaching academies (IO3, introduction).

In Denmark, all teachers occupying a permanent position must acquire a teaching certificate through participation in the compulsory Teaching and Learning in Higher Education Programme (TLHEP). The programmes are developed by each university individually; hence they differ in length and scope, ranging from 150-270 hours. All employees with teaching responsibilities at Danish universities are furthermore required to maintain a teaching portfolio that documents and describes regularly development and update of one's teaching and supervision competencies. The portfolio is included in hiring processes in associate professor and professor positions. (IO3, 5. Training Schemes for Strengthening Teaching Excellence, 5.3 Denmark).

To read more about national promotion schemes, please refer to IO3, Best Practice Guideline 3 – Inclusion of teaching and doctoral supervision excellence in career promotion schemes; IO4, 6. Examples of implementation and evaluation of a common teaching qualification scheme & 8. Examples of implementation and evaluation of measures for rewarding and promoting teaching excellence; IO1, IO5. Training Schemes for Strengthening Teaching Excellence; IO2, Incentivising teachers to develop further,

4B2.3 National teaching awards

Individual teacher awards

The Czech Republic has a National Prize for Outstanding University Teachers, an award promoted by the Minister of Education, Youth and Sport. The objective of the award is to highlight the importance of quality higher education, recognize outstanding university teachers and promote the exchange of good practices. The award itself encompasses a diploma and a monetary prize worth up to 100,000 CZK (approx. 4250 EUR). Every year, a maximum of five awards are distributed nationally. The award scheme is nomination-based, meaning that university rectors, deans of university faculties, and student members of the university academic senates may nominate one person by filling-in a form in which they explain the reasons why the candidate should be considered for the award and provide relevant evidence.

Teaching teams awards

The UK Teaching Excellence Awards includes a prize specifically focuses on team efforts. The Collaborative Award for Teaching Excellence (CATE) recognizes and rewards the key role that teamwork

plays in enhancing teaching and learning through collaborative approaches in higher education. This could have an impact on colleagues and/or students at an institutional or discipline level. The award is open to all Higher Education Providers (HEPs) across the four nations of the UK, including Further Education Colleges and independent 'alternative' providers. In order to participate, institutions must be Advance HE Full or Affiliate members and based in the UK.

To read more about national promotion schemes, please refer to IO3, Teaching Excellence Awards and Prizes, National level; IO1, IO6. Reward, Promotion Paths and Incentive Schemes Related to Teaching in Higher Education; IO4, 8.1.2 Teaching Awards, IO2, Designing teaching awards & Recognizing and rewarding supervisors and their teams.

4B2.4 Promoting direction and orientations through information gathering

Several Danish national institutions collect and publish information on Higher Education teaching practices. Examples include conferences and seminars that communicates expectations to the higher education institutions on what to prioritize and consider when comes to contributions to certain parts of the labor market and compulsory ministerial questionnaires to all higher education institutions with the explicit aim to make cross-institutional comparisons possible on decided parameters. To read more about information as a form of regulation, please refer to IO3, 3. Forms of Regulation of Universities/ Higher Education.

4B2.5 Institutional level

To create a culture of teaching excellence at local level, it is important establish alignment between leadership's visions and expectations, and implementation of necessary policy and practices. Rewarding schemes that require teachers to place effort in the development of teaching skills gain credibility when they are open to critical discussion and supported by day-to-day practices, such as departmental meetings focused on teaching and learning. Such settings provide opportunities for academics to share experiences, concerns, and practices, contributing to the creation of micro-cultures, as proposed by Tony Roxå. Furthermore, these conversations need to be actively encouraged and incentivized by management. While teaching awards hold symbolic value and serve as a source of inspiration, creating local role models and knowledge sharing, they must be considered within the institutional context,

where promotion schemes and career prospects create strong motivations and incentives to develop certain academic skills rather than others.

Consequently, the institutional focus benefits from a mixture of top-down and bottom-up initiatives to strengthen the development of excellent teaching and supervision.

4B2.6 Institutional promotion schemes

The University of Copenhagen, Denmark, has a promotion scheme illustrating how merit is recognized. It describes the minimum, i.e., "admission or entrance criteria for a job category" standards for performance and development for the three main categories of university positions (Assistant, Associate and Full professor) in relation to research, teaching, societal impact, organizational contribution, external funding and leadership. The framework supports the process of making criteria for promotion more visible for both individuals, departments and universities as such. Nonetheless, in practice, it is still a matter of formalizing and ensuring that teaching and research to a larger extent is recognized on equal footing.

To read more about institutional promotion schemes, please refer to IO2, Incentivising teachers to develop further, IO3, Best Practice Guideline 3 – Inclusion of teaching and doctoral supervision excellence in career promotion schemes; IO4, 6. Examples of implementation and evaluation of a common teaching qualification scheme; IO4, 8. Examples of implementation and evaluation of measures for rewarding and promoting teaching excellence; IO1, 5. Training Schemes for Strengthening Teaching Excellence

4B2.7 Institutional teaching awards

The University of Coimbra has created two Pedagogical Innovation Awards to "stimulate their teachers". The 'Pedagogical Innovation 4UC' Award aims at stimulating, promoting and supporting, throughout the academic year of the Award, the development of the selected project with capacity to be disseminated and replicated across the University. The 'Pedagogical Innovation @UC' Award aims at rewarding innovative activities and practices that have already been implemented. Each year, up to five projects are awarded 1,000€ each. The projects are judged based on the following criteria: innovation, potential

impact of transforming teaching-learning practices, replication potential, and projects articulated with the United Nations Agenda 2030 are appreciated. To read more about institutional teaching awards, please refer to IO2, Designing teaching awards, IO3, Teaching Excellence Awards and Prizes, University level, IO1, 6. Reward, Promotion Paths and Incentive Schemes Related to Teaching in Higher Education; IO4, 8.1.2 Teaching Awards.

4B2.8 Institutional teaching academies

The Teachers' Academy at Leiden University rewards top talents in education and stimulates educational innovation. Teachers who are chosen as Teaching Fellows join the Teachers' Academy, acting as guides and pioneers in renewing education at Leiden University. To this end they are awarded a grant of 25,000€, which they can use to carry out educational innovation projects. Teaching Fellows are inspiring examples for their colleagues and good dialogue partners for the Vice Rector Magnificus and the Education Council in terms of innovation in education.

To read more about teaching academies, please refer to IO3, Best Practice Guideline 5 – Teaching Academies.

4B3. Faculty, institute, or department level

Some universities allow faculties or departments to interpret institutional regulations to fit local contexts. This flexibility can be an advantage to ensure that disciplinary teaching approaches and the local circumstances are taken into account in the reward schemes and rewarding criteria. Additionally, faculties and departments may have even greater possibilities to create and develop micro cultures and strong communities in teaching and supervision that aligns with existing teaching philosophies and academic traditions and civic cultures.

4B3.1 Faculty/local promotion schemes

The Danish Teaching and Learning in Higher Education Programme is a compulsory teacher training programme for assistant professors and associate professors employed on a trial basis in order to attain appointment as associate professors. Although the University of Copenhagen establishes the overall

guidelines in accordance with the national Job Structure for academic staff at universities, it is up to each Faculty to take the necessary measures to create and offer a TLHEP.

In the case of the Faculty of Social Sciences, the programme also includes post-docs. The Programme is normally undertaken within the first two years of an assistant professorship, and for associate professors employed on a trial basis, it must be completed at the latest four months before the end of the trial period. The program is completed in approximately 175 hours. Successful completion of the TLHPE programme is based on attending at least 80% of training days; handing in all mandatory assignments; engaging in peer supervision and at least 4 formal supervision sessions; handing in a project relevant to the objectives of the programme, handing in an accepted teaching portfolio, and receiving a positive assessment in the supervision report.

To read more about local promotion schemes, please refer to IO3, Best Practice Guideline 6 – qualification schemes, University/Faculty level; IO2, Incentivising teachers to develop further; IO4, 6. Examples of implementation and evaluation of a common teaching qualification scheme; IO4, 8. Examples of implementation and evaluation of measures for rewarding and promoting teaching excellence; IO1, 5. Training Schemes for Strengthening Teaching Excellence.

4B3.2 Faculty/local one-off payments for extraordinary teaching efforts

It is possible, but not very common, for Danish academics 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 in light of available resources.

To read more about one-off payments, please refer to IO4, 8. Examples of implementation and evaluation of measures for rewarding and promoting teaching excellence; IO1, 6. Reward, Promotion Paths and Incentive Schemes Related to Teaching in Higher Education.

4B3.3 Faculty/local Teaching academies

Spreading from the Faculty of Engineering to the social sciences, at Lund University excellent teaching is recognized by appointing engaged and dedicated teachers to a Teaching Academy. The appointees get an increase in their salary apart from the special recognition. Furthermore, at Lund University, the appointee's department gets a bonus as well. These initiatives seem to increase the interest in continuously developing staffs' teaching competence, contributing to the quality of student learning. One of the elements required for applying is a teaching portfolio as well as reflections from colleagues.

To read more about teaching academies, please refer to IO3, Best Practice Guideline 6 – qualification schemes – University/Faculty level; IO3, Best Practice Guideline 5 – Teaching Academies; IO1, 3. Defining and measuring teaching excellence in higher education.

4B3.4 Faculty/local teacher and supervisor awards

The Faculty of Economics of the University of Coimbra confers annually a Teaching Prize based on the pedagogical innovation model presented. To be eligible, teaching staff 27 need to have obtained a students' assessment of at least 4 (out of 5) in that academic year's student evaluation. The award consists of a plaque and 2,500€

To read more about Local teacher and supervisor awards, please refer to IO3, Teaching Excellence Awards and Prizes – Faculty/Department level; IO2, Designing teaching awards; IO1, 6. Reward, Promotion Paths and Incentive Schemes Related to Teaching in Higher Education; IO4, 8.1.2 Teaching Awards.

Deciding on rewarding criteria:

As previously stated, reward, award and promotion are considered to be closely linked, yet distinct terms that direct attention towards different aspects of a positive incentive structure: *Reward* or *reward scheme* is applied as an umbrella term that includes awards as well as promotion mechanisms, while *awards* are conferred based on explicitly stated criteria in competitive contexts, often through application processes overseen by nomination panels or committees, and *promotion* is defined as initiatives directed towards career advancement policies and incentives. Different rewarding criteria will promote different aspects of a rewarding scheme; thus, it is essential to consider how rewarding schemes are aligned with the criteria on which academic staff are assessed.

As inspiration, the following rewarding criteria can be applied across levels and categories:

- Teaching development
- High quality/excellent teaching and supervision
- Participation in academic development courses/obtained certificates
- Evaluation results
- Teaching and supervision innovation
- Integration of research in teaching
- Leadership
- Successful study programme or course developments
- Development of excellent teaching cultures
- Extraordinary efforts put into teaching/supervision
- Innovative or inspirational media-didactic teaching
- Scientific approach to teaching and learning
- Activity promoting teaching
- Student-teacher collaborations
- Publications in the field of HE teaching and learning

Criteria of the Danish National Teaching Awards

- Extraordinary student engagement
- Critical reflection and high academic standard
- Inspiring teaching
- Feedback to students
- Innovation
- Quality development of teaching
- Sharing of experience with colleagues
- Ensuring practical relevance

<u>How to make use of rewards in your context:</u>

- What is the purpose of rewarding teaching or promoting teaching?
- At what structural level do you want to reward and promote?
- What do you want to reward and promote – specifically?
- Which criteria are you using? What kind of wash-back effect could you expect from those?
- How does different levels of rewarding, awarding and promotion align in your context?
- How does your reward, award and promotion strategy align with the surrounding incentive and motivation structure of your organization?

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5. EVALUATING EXCELLENCE

5A. Introduction

Evaluation is an important way to promote teaching and supervision excellence and recognize excellence, and to find areas in which to develop further. Evaluation takes place at numerous levels, in numerous contexts, and for different purposes (see Figure 1 in Annexes).

In the literature, you can find various definitions of '*evaluation*'. Evaluation is according to Cambridge Dictionary: *'the process of judging or calculating the quality, importance, amount, or value of something.'* Within evaluation research a short definition is '*evaluation is a systematic process to determine merit, worth, value, or significance*.' To understand the possible use of evaluations Patton's definition can be useful: '*program evaluation is the systematic collection of information about the activities, characteristics, and outcomes of programs to make judgments about the program, improve program effectiveness, and/or inform decisions about future programming.*'

What is most important is that there is transparency in purpose, criteria, and process whatever kind of evaluation we are dealing with. Furthermore, evaluation should be regular, predictable and include clear

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rules and criteria. For example, are we appreciating what we can measure or measuring what we appreciate (important to be aware of the backwash effect). The purpose of the evaluation should be clarified. Is the overall aim to control or contribute development, or somewhere in between. You should consider how you evaluate and follow up. In the literature, you can find different labels such as process- impact-, outcome- (results-), formative-, summative-, diagnostic-, economic- or user-evaluation just to mention a few. Read more about evaluation at a general level in IO4, section 5.

The E-NOTE project has collected a selection of different forms of evaluations at different levels such as national, institutional, faculty, departmental levels. Different evaluation criteria related to evaluation of teaching and supervision at BA, MA and PhD-level is part of the presentation. Throughout this chapter, examples and approaches are presented to create an overview of the different themes and levels that may be of relevance for the reader.

5B. Forms of evaluation at different levels

The Bologna Process affects the understanding of and approaches to evaluation of excellence in the educational system. Overall, 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 educations as well as they make sure that existing institutions have well-functioning quality assurance systems in place. This implies (among other things) that there is a system ensuring regular evaluations of courses, study programmes, educations, study environment, figures for (un)employment etc. 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.

5B1. National level

5B1.1 Accreditation bodies: As an example of one of the national accreditation institutions, The Portuguese Agency for Assessment and Accreditation of Higher Education accredits the quality assurance frameworks of higher education institutions. The agency confirms the quality and adequacy of the existing quality assurance mechanisms; assesses 1) scientific level of teaching, teaching and learning methodologies, students' evaluation processes; 2) teaching staff qualifications, adequacy to the institution's mission; 3) strategy to guarantee teaching quality; aims at continuous improvement

measures. To read more about accreditation bodies, please refer to IO1 Introduction p. 10f, 20, IO1 section 3 Defining and Measuring Teaching Excellence in Higher Education and section 4 Teaching Qualification Schemes or National Quality Assurance Regulations (BA, MA and PhD levels). IO3, Best Practice Guideline 1 – Accreditation Institutions, p. 12ff.

5B1.2 National based student evaluations are a way of benchmarking different study programmes across a nation. Questions address themes such as learning, feedback, interaction between teaching and research, teachers, kind of teaching (lectures, classroom etc.), time spent, motivation, contact with working life, study environment and well-being. Besides benchmarking, that both students and outsiders can make use of, the results might include a reduction in public funding.

The most standardized, extensive, and potentially challenging national evaluation scheme is the teaching excellence and teaching qualification schemes in the United Kingdom, known as *Teaching Excellence and Student Outcomes Framework* (TEF). Universities are assessed on teaching, learning and employment and their future funding depends on the results. To read more about national based evaluations, please refer to IO1, section 6.3 and section 3.6 p. 39.

5B1.3 National regulations on teaching performance assessments are another way of ensuring quality teaching. In Portugal, there is a legal framework for assessing teaching performance, which then is implemented at university level, and it becomes part of the promotion process for all staff. Four assessment dimensions for performance are specified: scientific, teaching, outreach, and management. These dimensions are the same for all Portuguese higher education institutions, but their weight may vary depending on each university ruling. To read more about teaching performance assessment, please refer to IO1, section 3.4 and section 6.4. IO3, Best Practice Guideline 3 – Inclusion of teaching and doctoral supervision excellence in career promotion schemes (p. 18 and p. 20) and IO4, section 5.2.

5B2. Institutional level

5B2.1 Course evaluations: a majority of universities have a teaching evaluation process in place. It is common that universities evaluate courses every semester, primarily by asking students about their experiences. In some instances, the framing of the evaluations takes place at either university, faculty or departmental level. We do not differ between levels in the following but focus on different forms of evaluations to be considered. They are not mutually exclusive.

5B2.2 Formative – Summative: First question concerning evaluation could be whether the results should contribute to development and changes for those involved in a course (formative evaluation) or whether the results and improvements should benefit future students and teachers only (summative evaluation). Examples of formative evaluation is manifold; you can find some examples in the table below:
Table 1. Examples of evaluation of a course.

Time of evaluation	Kind of evaluation	Follow up
At the end of the first class *FORMATIVE*	Ask the student to answer two questions (use post-it or Padlet). *What we should do again.* *What should we never try out again?*	Present a summary in class and discuss it and take action, i.e. adjust
Midterm *FORMATIVE*	Ask the students the following questions using an online questionnaire: *Give an example from class that worked well and we can repeat.* *Give an example from class that was not successful and should not be replicated.* *Anything you miss.* *Other comments.*	Present a summary in class and discuss it and take action, i.e. adjust
End of semester *SUMMATIVE*	Use the official set up for questions	Teacher: implement what you find relevant in your next course Head of study: take action if necessary Study Board: Invite students for a dialogue

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5B2.3 Survey – Dialogue based evaluations: The most widespread evaluation method is student surveys. In many cases they are used for ensuring that, the institution have a quality assurance system in place (see above), only. It is also a tool for management to get an overview of the standard of teaching, a control mechanism. Where management take action if a teacher gets bad evaluations. The survey can be *standardized*, i.e., all students' get the same questions or more *flexible,* i.e., questions are adjusted to a specific course. At the Faculty of Social Sciences at the University of Copenhagen, the teachers may add their own questions to the standardized part. A university-based questionnaire can be found at Lund University (See examples of questionnaires in IO1, appendices).

However, in some instances students and teachers (study boards or alike) engage in dialogues, i.e., discussions about the survey results. Dialogue as the primary form of course evaluation is less predominant. Dialogues often contribute more input for ways of improving a course than surveys. However, dialogues can be time-consuming (read more in IO3, p. 16f).

5B2.4 Student – peer reviews: Students' evaluation of teachers is a widespread method in use. However, the potentials in peer reviews, for example collegial supervision/ peer mentoring should not be overlooked. Especially among senior staff, peer review seems to be highly valued as a forum for exchange of experience as well as source of inspiration for development of pedagogical competences. Read more about peer review in IO1, p. 8-9, section 3.1 and 6.3, IO3 p. 20f and p. 33f.

5B2.5 Follow-up on student evaluations at a departmental or institutional level seems to be predominant in cases, where teachers get critical feedback. However, it could also be interesting to spread successful teaching experiences identified in the evaluation processes. That is the case when student evaluations are used for awarding excellent teachers. In Sweden, for example of Uppsala University evaluations is an important piece of 'evidence' in the 'processes regarding acceptance as Distinguished Teacher'. To read more about course evaluation, please refer to IO1 p. 25 and appendices, IO3, 'Best Practice Guideline 2 – teaching assessment', pp. 14ff. IO4, section 5 'Evaluation'. IO2, 2.18)

5B2.6 Study programme evaluations – due to the quality assurance system that is required within the Bologna Process, most universities conduct regularly evaluations of study programmes. In most cases, an external body is responsible for the evaluation. You can read more about the process, kind of questions posed etc. in IO3, section 'Best Practice Guideline 1 – Accreditation Institutions', p. 12ff and in IO1, chapter 1, p. 10ff and chapter 3).

5B2.7 Study environment surveys should give an indication of students' satisfaction with study facilities, such as adequacy of classrooms and other facilities, library services, access to software and eventually hardware, the level of online/digital teaching/supervision and so on. The study environment is not solely a question of physical surroundings, but also a matter of an environment that contribute learning. In Denmark for examples, study environment surveys are conducted every second or third year. Read more in IO1, Chapter 3, IO3, p. 14f.

5B2.8 Graduate surveys provides insight about the graduate's work life, i.e. how fast they get a (relevant) job after graduation, what use they think they can make of their education and so on. In Denmark these kinds of surveys are conducted every third year. Of course, both ministries and trade unions monitor figures about the labour market. In some cases, the politicians use these figures as a regulation instrument (reduce the number of students that can study a specific topic). Read more in IO3, p. 14f.

5B2.9 COVID-19 implications for evaluations: It should be noted that since the beginning of COVID-19 pandemic, specific questions on the implications of online teaching are part of surveys at all levels. Questions on course level address the online platform, experience with lectures or work group sessions online, teachers' efforts and so on. Another example is the University of Coimbra surveys, which include specific questions on the adequacy of the University's Contingency Plan regarding means and initiatives in terms of students' support, cultural and sports' initiatives, and study plans' changes. University of Copenhagen asked the teachers about their experiences with online teaching focusing on six overall criteria:

1. Study environment,
2. Types of teaching (online only and/ or hybrid) and teaching activities (lectures, group discussions, quiz etc.),
3. Preparation and feedback,
4. Exam,
5. Students' learning
6. Teachers' development of competences.

Read more about evaluations and COVID-19 in IO1, section 7 and see evaluation questions in Appendices.

5B2.10 Doctoral programme evaluations: at PhD level, more often the PhD students undergo regularly evaluations to demonstrate progress, whereas evaluation of PhD supervisors is less formalized and widespread. The PhD School and PhD programme undergo in most countries regularly evaluations.

In Denmark for example, as a minimum PhD supervisors should participate in a course introducing rules and regulations about the PhD programme. No other formal training is required. At the same time according to the general PhD rules the PhD student should on a regularly basis conduct PDR (Performance and Development Review) with the Head of the PhD school. The PhD student get an opportunity to talk about the supervision/ supervisor. What might be a crucial issue is what PhD students' can expect from their supervisor. In some cases, a list of topics is at hand, however it might not be transferable to practice in all cases. In many cases, a PhD student has two supervisors to overcome this challenge. Read more in IO1, p. 57.

Regarding doctoral programmes, the University of Coimbra applies two surveys: one once the coursework is completed (Moment A) and another one after the submission of the thesis (Moment B). Moment A is geared towards first year doctoral candidates and includes four dimensions: training and research support; training and research activities; teaching staff and coordinators' performance; and doctoral supervisors' performance. Moment B targets doctoral candidates who have already submitted their thesis and addresses five dimensions: programme's organisation, infrastructure and environment; training quality; teaching staff performance; doctoral supervisors' performance; and institution's support regarding scientific production and international mobility. It also includes a couple of questions regarding their thesis, one of them focused on any existing delays or issues of relevance to explain their doctoral studies' path. This practice of feedback from doctoral students has revealed fundamental to assure better quality performance and to reflect on mechanisms to overcome identified difficulties, in their different dimensions (more dimensions can be added, see table 2). Read more in IO3, p. 15

You can find inspiration for a training course on monitoring and evaluating PhD supervisors in IO2, section 3.12.

Table 2. PhD education - list of evaluation dimensions. An example:

- Programme organization
- Training and research support
- Training and research activities
- Infrastructure and environment
- Training quality
- Support regarding scientific production and international mobility
- Career guidance
- Questions regarding delays and issues

University of British Columbia conducts surveys among both PhD students and PhD supervisors. The results of the survey is point of departure for a dialogue.

Table 3. Extract from questionnaire for PhD students and PhD supervisors at British Columbia

PhD Student	Disagree	Agree	Strongly agree
1. My research supervisor is accessible for consultation and discussion of my academic progress and research.			
2. My supervisor responds in a timely and thorough manner to any written work I submit.			
3. The research and administrative resources needed for my project are available to me.			

4. My research environment is safe, healthy and free from harassment, discrimination and conflict.			

PhD Supervisor	Disagree	Agree	Strongly agree
1. The student has shown commitment and dedication to gain the background knowledge and skills needed to pursue the research project successfully. 1			
2. The student has worked with me to develop a plan and timetable for completion of all stages of the thesis project.			
3. The student adheres to the agreed schedule and meets appropriate deadlines.			
4. The student meets with me when requested and reports fully and regularly on progress and results.			

How to make use of evaluation in your context?

- What is the purpose of evaluating?
- What do you want to evaluate – specifically?
- At what structural level do you want to evaluate?
- When do you want to evaluate?
- Whom do you involve?
- Which criteria are you using? How are these operationalized?
- How does different levels of evaluation align in your context?
- How do you follow up on your results?

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6. TEACHING EXCELLENCE TOOLKIT

6.1 Teaching Excellence Foundations

The E-NOTE consortium partners have developed an online learning companion to supplement the handbook and all other project publications with a digital learning experience, open and accessible beyond the project's lifecycle. The online course is open, self-paced and consists of several modules, each introducing one of the major E-NOTE topics (defining teaching excellence, training teaching excellence, promoting teaching excellence and rearing teaching excellence. The modules provide learning outcomes, guided video-lectures and further reading material. The course takes around 4-5 hours to complete.

You can enrol anytime for free here:

TEACHING EXCELLENCE FOUNDATIONS

6.2 E-NOTE SAT (Self-Assessment Tool)

E-NOTE sought to advance the debate on European higher education excellence by identifying the practices that support and promote it from a wide range of academic practitioners. To this end we have collected data teaching, management, or doctoral supervision, and have developed a self-assessment tool, that distils individual experiences, draws on collective patterns, and expands our understanding on how to better nurture and stimulate teaching excellence at European level.

You can use the tool for free and gauge in real-time how your needs and experience compare to the ones of more than 400 professionals from across the EU.

TAKE THE SAT

7. REFERENCES AND APPENDICES

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7B. APPENDICES

Figure: Teaching and Doctoral Supervision Excellence Ecosystem (Source. IO3).

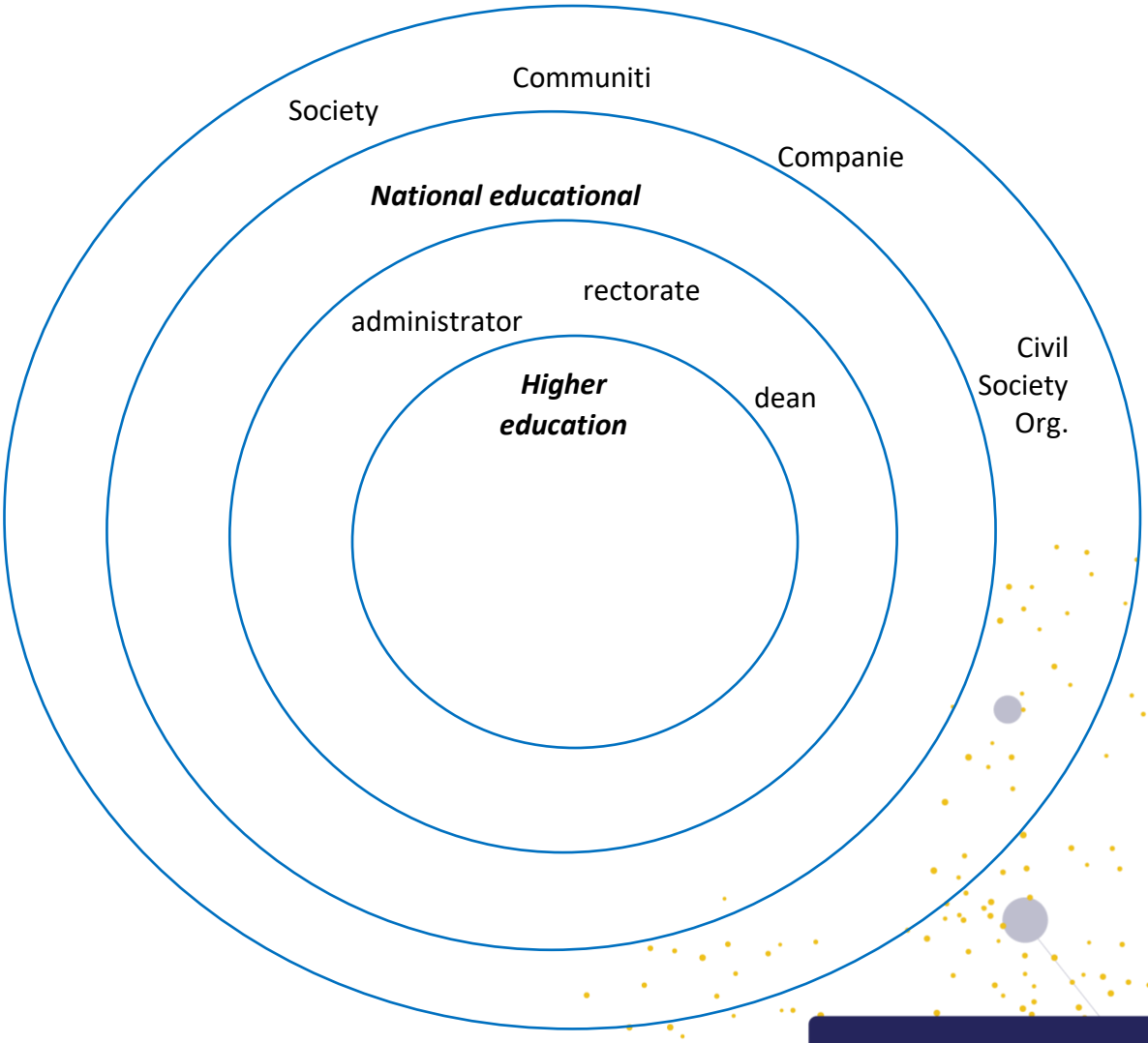

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Table: “Different examples and their various features”

Examples	Compulsory	Level	Recognition	Timing	Duration	Objectives	Contents
BKO (The Netherlands)	Yes	National University	National	beginning lifelong	125 to 160 hours	guarantee the quality of education in the Netherlands	modules such as ‘how to design a course’, ‘teaching in practice’, ‘testing and assessment’, ‘supervising thesis students’, or ‘reflecting on one’s own teaching’
TLHEP (University of Copenhagen)	Yes	National University Faculty	National	beginning lifelong	175 hours	qualify university teachers	responsibility; knowledge sharing and peer supervision; knowledge of learning, teaching and the study programme; practice and reflection; training in the pedagogy of university teaching; and pedagogical development projects
Supervisor Development Programme (Durham University)	Yes	Faculty	No	beginning	4 hours	enhance supervision quality	the changing international context of doctoral education; the institutional context at Durham; the pedagogical context; and the practice context (case studies of dealing with wellbeing and mental health, conflicts and difficult conversations)
IST Academic Development Unit (University of Lisboa)	Yes	Faculty	No	whenever	1.5 to 4 hours (each module)	students’ academic development and teachers’ and researchers’ career development	planning curricular units and teaching and research activities; contents’ transfer and positioning the student at the centre of the teaching-learning process; and optimising evaluation and feedback processes
T@UU (Utrecht University)	No	University	No	whenever	125 hours	to improve the quality of university education	jointly explore, develop and test new possibilities in educational practice
UC_DocênciaLABS (University of Coimbra)	No	University	No	whenever	2 to 12 hours (each module)	lead to a cultural transformation of the teaching-learning process	pedagogical experience sharing initiatives and teacher training, such as flipped classroom and peer instruction, project based learning, b-learning, assessment using digital tools