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„Identifying Barriers in Promoting the European Standards and Guidelines for Quality Assurance at Institutional Level"

IBAR

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WP10
Quality and Teaching Staff
Cross-Country Comparative Study
2013

Comparative Report WP10: Teaching Staff

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1. Introduction

1.1. Place of the report in IBAR

The comparative report related to Work Package 10 – Quality and Teaching Staff - of the IBAR project presents the results regarding the relationship between the themes of quality and teaching staff of higher education institutions (HEIs) in Europe under the European Standards and Guidelines for Quality Assurance in higher education (ESG), as they were agreed in the Bergen follow-up conference in 2005 (European Association for Quality Assurance in Higher Education, 2005; European Ministers Responsible for Higher Education, 2005).

The report is based on seven national reports derived from 28 institutional case studies of the countries participating in the project (CZ, LV, NL, PL, PT, SK, and UK) and form the comparative analysis of the data delivered by national reports while addressing recommendations about future guidelines on the quality of academic staff and opportunities for enhancement in the context of the ESG.

The work package was coordinated and reported by the Polish team, and the comparative report was produced in January 2013, presented for the first time at the Nitra seminar. This almost final version is to be discussed at the Prague seminar 20-21 May 2013.

1.2. Teaching staff in the ESG

The ESG emphasize the role of teaching staff in internal quality assurance. Currently, part I of ESG includes the following standard and guidelines relevant to the quality of academic staff

> Standard:
> Institutions should have ways of satisfying themselves that staff involved with the teaching of students are qualified and competent to do so. They should be available to those undertaking external reviews, and commented upon in reports.

> Guidelines:
> Teachers are the single most important learning resource available to most students. It is important that those who teach have a full knowledge and understanding of the subject they are teaching, have the necessary skills and experience to transmit their knowledge and understanding effectively to students in a range of teaching contexts, and can access feedback on their own performance. Institutions should ensure that their staff recruitment and appointment procedures include a means of making certain that all new staff have at least the minimum necessary level of competence. Teaching staff should be given opportunities to develop and extend their teaching capacity and should be encouraged to value their skills. Institutions should provide poor teachers with opportunities to improve their skills to an acceptable level and should have the means to remove them from their teaching duties if they continue to be demonstrably ineffective.

The quoted provisions of ESG are supposed to serve as directives for HEIs, helping them to fulfil the overall objectives of the implementation of quality assurance systems in higher education (HE). ,

Confronting overall objectives of QA systems with the operational principles of their implementation allowed for formulating the specific questions for empirical enquiry within the IBAR Project WP 10, as well as for defining other relevant research problems. The problems are further discussed throughout the report in reflection of the findings from the WP10 empirical research."

*Teachers are the single most important learning resource available to most students. See answers to the **[Q1] [Q2] [Q6]***
- *It is important that those who teach:*
  - *have a full knowledge and understanding of the subject they are teaching,*
  - *have the necessary skills and experience to transmit their knowledge and understanding effectively to students in a range of teaching contexts,*
  - *and can access feedback on their own performance.*
    *See answers to the **[Q2] and Q4]***
- *Institutions should ensure that their staff recruitment and appointment procedures include a means of making certain that all new staff have at least the minimum necessary level of competence: See answers to the **[Q2]***
- *Teaching staff should be given opportunities to develop and extend their teaching capacity and should be encouraged to value their skills: **[Q3]***
- *Institutions should provide poor teachers with opportunities to improve their skills to an acceptable level and should have the means to remove them from their teaching duties if they continue to be demonstrably ineffective: See answers to the **[Q4] [Q5]***

Apart from the study questions directly addressing the provisions of ESG, the researchers were bearing in mind the fact that teaching staff is a key element of creating quality culture. Developing a similar culture is a strategic aim of the Bologna Process, in particular, of its section devoted to quality assurance. Quality culture – both institutional and systemic (national and specific to the whole EHEA) – can be developed exclusively given the teaching staff approves the objectives to be accomplished within the said strategy.

1.3   Methodology and WP 10 template

The research of IBAR Project regards the barriers in ESG implementation at institutional level. In in each of the participating countries it was conducted in 4 selected HEIs of diversified size, location, mission or profile, (28 HEIs in total). The method followed in WP 10 was similar to any other IBAR work package. It comprised the analysis of documents and semi-structured interviews, including those conducted with a number of respondents interviewed/contacted in individual categories, e.g. a HEI's management responsible for teaching performance at institutional and faculty level, a HEI's management responsible for internal quality assurance in teaching, a human resources HR unit staff, selected teaching staff, selected students – approximately about 30-40 respondents in each country.

The commonly adopted research issues/problems, which served as the basis for documental analysis and interviews, were formulated as follows (in the WP 10 study questionnaire):
- "Policy Context" – a brief characterisation of legal, cultural and other conditions influencing the implementation of the "quality of teaching staff" standard;
- Q1. What is the institutional policy regarding quality assurance in teaching staff? How is it related to the national rules concerning QA and employment?

- Q2. What are the criteria of staff recruitment and appointment procedures? How do they assure the quality of teaching? It was recommended here to trace, especially with respect to the national background:
  - What kind of certificates and/or past experience in teaching (other experience) are required?
  - Is the teaching staff allowed to have more than one full time position? If so, what is the positive and negative impact on teaching quality?
- Q3: How is the HEI supporting the quality of teaching performance? It was recommended here to trace, especially with respect to the national background:
- Q3a: In what way is the HEI supporting the development of teaching skills?
  - Are there trainings (programs) aimed at assessing / developing / improving teaching skills? If so – are they compulsory for teachers?
  - How are teachers supported by HEI when faced with problems of diversification of students' competencies or deficit of knowledge (e.g. secondary graduates, students of the 2nd cycle graduating from different programmes),
- Q3b: How is the HEI enhancing the quality of teaching performance by modernisation of teaching equipment, size of students groups,
- Q4: How is the quality of teaching assessed? In what way is the assessment performed? How does the HEI use the results of assessment? It was recommended here to trace, especially with respect to the national background:
  - What are the main tools of assessment: student reviews, exam results, periodic general assessments of teaching staff, other measures?
  - What is the students' role in the assessment?
  - Does it influence in any way the Human Resources policy?
  - What happens if the teaching performance of a staff member continues to be demonstrably ineffective?
- Q5: How are teachers motivated by the HEI to assure and improve the quality of teaching? It was recommended here to trace, especially with respect to the national background:
  - How is the assessment of teaching used in motivation systems?
  - Are there at the HEI any financial and non-financial motivation tools enhancing teaching activities?

In addition to the above questions another one was included [Q6]: *"Who is (what does it mean to be) a good university teacher?"* (according to respondents). What is the opinion of teaching staff concerning the relationship between their understanding of "being a good teacher" and the ESG characteristics of it? This question was formulated with the intention of investigating the relationship between ES&G and the values appreciated by teachers and related to the quality of their work. Those internalised values are essential for developing quality culture; they originate from, among others, the traditional academic ethos. In this particular report the answers to the question are not summarised[1].

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[1] They will be presented as an illustration of the issue of "teaching staff" in the article to be published in the EHEA Journal and in the chapter of the IBAR planned book.

2   Findings
         The findings will be reported according to the research questions that guided the work package. Detailed information can be found in the national reports; the summary of the national reports are making up the Appendix to this comparative report.

2.1: "Policy context" - national policies regarding teachers in higher education

In this introductory study, which was based predominantly on documents analysis, the researchers' objective was to formulate brief characteristics of legal, cultural and other conditions influencing the implementation of the "quality of teaching staff" standard. When addressing the questions of "policy context" we intended to find an answer to the questions: what national background exists for employment of the universities teaching staff? what policy defined by legal regulations has to be observed by a HEI? as well as what components are subject to autonomous decision of a HEI? We were asking whether there was any tension between general regulations and the policy and needs of an institution and its teaching staff, as well as their response to the ESG directives. As in case of any other package we both asked about the barriers (here, the legal ones) that HEIs face during the implementation, and for recommendations regarding the amendments to be introduced to ESG, resulting from the legislation currently in force.

All national reports underline that "Over the past two decades the nature of academic life and the specifics of the academic role have changed significantly" (UK). These changes are motivated by several factors, such as: popularity and mass character of higher education, a shift regarding HEIs' mission and their closer integration with the social environment, the subsequent increase in the number of programmes – both degrees and Life Long Learning (LLL) programmes, an altered model of research and teaching activities' funding, focusing on HEIs accountability within QA systems. All these factors contribute to more formalised methods of recruiting, assessing and training teaching staff, which in many cases corresponds with national regulations. In Czech Republic, Latvia, Poland and Slovakia these changes occurred parallel to a fundamental shift in their political systems, which took place around 1990 and led to an overall change regarding the grounds of HE functioning, including the amendments to central legislation on higher education, with an increase in HEIs' autonomy. There was also an increase in the scope of academic freedom observed, including the liberalization of employment policy.

Although the profession of academic teacher is not regulated[2], the five countries (Poland, Slovakia, the Czech Republic, the Netherlands and Latvia) have central legislation regarding higher education, containing some provisions on employment conditions of teaching staff (apart from the existing general employment legislation). All the respondents emphasize HEIs' autonomy in terms of the mode of implementing the legislation, which serves as the basic framework for employment. No difficulties were reported in reconciling the requirements of central legislation with the HEIs' employment policies. Also, in all the HEIs

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[2] For the Portuguese case the academic profession is regulated both for universities and polytechnics, by specific statutes for both careers. Academics are civil servants and all public HEIs have to follow closely the law regarding the statutes of the academic profession. They do have internal regulations regarding the choice of juries, but do not have much leeway regarding academic employment.

a significant role in staff-related policies is played by the standards of national quality assurance agencies. These standards are very close to those defined by ESG. Although the extent to which they are obligatory varies (e.g. in Poland or in Portugal a failure to meet the standard of minimum staffing requirement may lead to closing a study programme), in general, all the HEIs observe those standards, regarding them as an effective tool of staffing policy.

In Poland, Slovakia, Czech Republic and Latvia this kind of legislation is a novelty, it was passed after 1990. It shapes a new post-communist model of higher education, which, to some extent, reflects the previous one, where the state had an overwhelming influence on education.

2.2. Institutional policy regarding the quality of teaching staff

Institutional policy regarding teaching staff in all the countries surveyed is determined by national legislation , however, to the varying extent. UK enjoys the greatest freedom in this respect; in Central Europe legislation has the most significant impact on this policy.

When considering the factors determining the recruitment of academic staff we were trying to define the notion of rational recruitment policy in HEIs. This question is closely related to legislative context and the status of higher education in a particular country. In the countries of Central Europe (like the Czech Republic, Slovakia and Poland), the conditions of staff appointment to particular academic positions are stipulated in the national legislation and accreditation criteria and primarily related to holding certain scientific degrees, whereas having teaching experience or the mission and strategy of a HEI development play a secondary role. In other countries (e.g. in UK, Portugal or the Netherlands) the recruitment process is closely related to a HEI's strategic needs, the recruitment criteria are formulated respectively, thus varying across HEIs. The factors considered include, in particular, the ability to effectively obtain funding for scientific research, experience in teaching different audiences, e.g. flexibility in modifying educational offer according to the requirements of LLL and other needs. Apart from evident factors such as professional qualifications of the staff recruited, in some countries economic factors seemed to be significant determinants of rationality. For instance, the economic downturn (Portugal) is an impediment to salary increases as a result of superior performance; or salaries of teaching staff are relatively low (compared to average income) (Poland, Lithuania), as well as combining several full-time positions with more than one employer, legally approved (Poland). Similar factors are not taken into account in ESG, whereas they significantly affect the quality of education. Ensuring high quality performance of the staff recruited, combined with insufficient funding, seem to be the most serious challenge to be faced by HEIs of those countries; this also turned out to be an important barrier for ESG implementation.

As regards the ways in which academic staff are supported by HEIs when performing their tasks, we were trying to identify a variety of methods across different countries to specify the challenges to be faced by HEIs in this respect. We were given a diversified set of responses: the attitudes vary from conducting obligatory systematic policy aimed at raising the staff qualifications (e.g. in UK), to replacing similar policy by occasional activities, determined by flow of funding for this purpose (Poland). In some countries the obligatory initial training for teaching staff is stipulated by law (e.g. in Latvia, Portugal). Initial training for teachers is not obligatory in the Czech Republic but some of HEIs offer courses focused on improvement of teaching capacities of academic staff in various ways (for example language courses, IT courstes etc. The problem of underestimating teaching in favour of the importance of scientific research was reported (Portugal, Poland, Slovakia). All the HEIs surveyed systematically improve material and technological environment of teaching by equipping

teaching facilities, laboratories, libraries, etc. The countries like Czech republic, Poland and Slovakia emphasize the importance of EU funds in this respect. Among the challenges the following factors are mentioned: the size of student groups, diversified competence among students of the same year, in one group, as well as teachers' qualifications that enable overcoming the problem.

As it concerns the issue of evaluation of teaching staff we asked, among others, whether the methods of evaluating teachers are common, whether they are differentiated by a field of teaching, by an evaluating party or whether the assessment is properly used – as a tool motivating to improving performance. All the HEIs surveyed have their teacher assessment systems – in some cases it is required by law on higher education (e.g. in Slovakia, Portugal or in Poland) or by the standards of evaluating institutions (all the countries). In all the countries student questionnaires serve as an evaluative tool (whereas administering them varies), which is occasionally supplemented by other forms of evaluation conducted by HR units. Internal stakeholders are the main group taking part in such form of assessment. The directions and procedures of evaluation vary, they are mainly tailored to a HEI's needs; in some cases (the Netherlands, Portugal) evaluation accompanies the process of appointment to certain positions (e.g. tenure). According to a commonly shared opinion, student participation in similar assessment is not as developed as expected; student awareness in this respect is relatively low. Therefore, the impact of this kind of feedback is also insignificant. An assessed employee always has access to their assessment; the access of other stakeholders varies.

While summarising issues concerning the systems of teaching staff motivation we were trying to find out how the factors motivating teachers to improve the quality of their work are balanced in a HEI's activities. We took into account both the factors of external and internal stimulation (predominantly financial): we also wanted to know whether those factors operate jointly, or possibly lead to a conflict of motivations.
Interestingly, UK, Portugal and the Netherlands put a strong emphasis on increasing internal motivation, basing on the presumption that teachers are intrinsically/personally motivated. Other countries indicated the effectiveness of external impact, in particular, that of financial incentives. The forms of developing internal motivation include, above all, discussions on quality-related challenges, also those held during trainings mentioned above. As regards external motivation, only the Czech Republic pointed out at the existence of relevant systemic tools of financial motivation aimed at quality improvement[3]; in other countries (such as…) similar motivation exists in the form of internal HEI's decisions, mostly determined by current needs and financial situation. Portugal indicated lack of financial policy reinforcing motivation at additional workload. It is a consequence of the downturn observed in this country. In all the countries a conflict was reported between teaching-related and research-related motivation.

2.3. ESG, teaching staff and quality culture

ESG are meant to serve as a tool enhancing the development of quality culture in HEIs within EHEA. Hence, the findings of WP 10 study are worth considering in the assessment of their possible effectiveness in this respect. In particular, staff quality is of key importance in the

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[3] these financial systemic tools exist but their impact on motivations of teachers is **indirect** (the money goes the institutional budget based on the institutional development plan and then is re-allocated **internally** within HEI). The external motivation can thus be only on the side of a given HEI, not individual academics per se.

process of developing quality culture, which is emphasised in the following provisions of ES&G: "In these standards and guidelines, therefore, an appropriate balance has been sought between the creation and development of internal quality cultures, and the role which external quality assurance procedures may play." [ESG, p.12] and "Ahead lies more work to /.../ secure the implied quality culture among both the higher education institutions and the external quality assurance agencies." [ESG, p. 35]

Due to the common characteristics of the culture, an efficient quality management system alone does not lead to the creation of the quality culture; the involvement of the participating subjects is necessary, their commitment to the institution's objectives and their voluntary advancement. Which of the two components of quality culture is supported by ESG? Definitely, the top-down processes, the activities initiated by HEIs' leaders. IBAR studies on other standards, in particular, WP 5 concerning internal quality assurance systems and WP 8 concerning quality and management/governance, indicate that top management demonstrates extensive knowledge of ESG and readiness to implement them in HEIs. Also, top management highly values the impact of their implementation. However, the studies quoted above reveal insufficient knowledge on ESG among teaching staff and students and, generally, low involvement in creating quality enhancement systems in HEIs. Thus, the bottom-up processes are moderately effective (with the exception of UK, Portugal and the Netherlands), and ESG plays an insignificant role in those processes since it is not well recognized as a driver for developing quality culture.

The findings of WP 10 indicate that quality culture represents a varied level of development in the countries surveyed. Naturally, basing on this research it is difficult to specify the critical point – the moment in which institutional quality culture is clearly brought to life, accompanied by the synergy of "bottom-up" processes supporting internal motivation for advancement, and "top-down" processes contributing to the development of formal quality management systems. If we assume that the statement providing that "teachers are intrinsically/personally motivated" is true, this may serve as a symptom, combined with the fully purposeful development and reinforcement of this internal motivation in employees, to promote quality-enhancing activities through discussions and other forms of integration. The responses to study questions of WP 10 show that quality culture has certainly been developed in the HEIs of UK, Portugal and the Netherlands. In Poland, Latvia or Slovakia the processes reinforcing external motivation-related factors prevail: in particular, forceful central legislation imposing the establishment of quality assurance systems in HEIs and external quality evaluation (accreditation), with its far-reaching administrative consequences for HEIs. In both cases ESG play a significant role: the principles of operation of internal quality promoting systems, stipulated by law or by the standards of accreditation are modelled on ESG. Therefore, it can be claimed that in those countries ESG lay foundation to the quality culture of the future.

Another interesting study question may be raised, regarding the grounds of the observed differences in the quality culture advancement. Intuitively, we should consider historical background and go back in time, primarily to the period when academic communities of Czech Republic, Latvia, Poland and Slovakia countries were oppressed by the communist central administration, with the model of a HEI shaped by this process. The external pressure was very strong; internal motivation of teaching staff and the whole ethos of academic community were focused on the possible protection of academic freedom, to resist that pressure. The present legislation preserves certain elements of the previous regulations – e.g. strict central regulations, as mentioned in WP 10 findings, as regards staff employment, which have to be observed by HEIs with exception of the Czech Republic where the staff

employment belongs to the full responsibility of a particular HEI. Developing quality culture requires a different motivation, which is in many cases blocked by perceiving ESG as another "external" factor of oppression. Naturally, basing on the findings of WP 10 it is virtually impossible to make a sufficiently justified statement concerning the historical impact on employee motivation and the attitudes towards developing quality culture; however, it is worth noting that these issues may open new areas for further studies, which go far beyond the scope of ESG implementation.

Another interesting aspect of WP 10 study is evaluating the effectiveness of ESG and its impact on teaching staff quality in view of insufficient funding of higher education and inadequate earnings of teaching staff, which are often combined with excessive workload in case of higher education teachers (Portugal, Poland, Latvia). ESG do not address the problem at all. The content of standard 1.4 and the guideline implicitly formulate expectations towards HEIs, assuming its stable and positive financial situation.

However, financial insufficiency poses a serious threat to the implementation of ESG in HEIs in all their aspects. As regards staff recruitment, they lead to negative selection – academic positions will only be applied for by individuals who previously had not succeeded in other, better paid areas of the labour market. Lack of funds determines lack of consistent quality promoting policy targeted at staff: the systems of support, incentives, encouragement, rewarding achievements – all of them are proposed by ESG.

3   Conclusions

3.1   Barriers

Among the main barriers to developing teaching staff's qualifications the respondents mentioned explicitly:
- Financial factors: economic downturn, teachers' low salaries, difficulties with implementing an effective financial motivation system (Poland and Latvia);
- Privileged status of research over teaching with respect to evaluating and motivating staff (Portugal, Poland, Latvia, Slovakia);
- Low student involvement in teacher evaluation systems, and, generally, in quality evaluation systems – low feedback (Portugal, Poland, Slovakia, Czech Republic, Latvia);
- Lack of consistent national and institutional strategies aimed at raising qualifications and motivating staff to improve their performance (Portugal, Poland, Slovakia, Lithuania), in many cases combined with excessive workload;
- Lack of national standards and benchmarks (higher than "minimum") of good performance and teacher professional development, as well as effective acting of a HEI's administration aimed at improving academic staff quality;
- Lack of one pan-European recognized and comprehensible indicators of achievement (UK);

- No competitive advantage of HEIs against better-paid positions offered by industry or business – an outflow of gifted employees from HEIs (Poland, Latvia).

3.2.   Good practices

In the national reports there were not too many references to examples of good practices enhancing the improvement of teaching staff quality. Amongst good practices that are to be listed we can find the following ones:
- HEIs comply with national legislation with regard to the procedures and criteria for the selection and recruitment of academics. This alignment acts, by itself, as a transparency tool and as a guarantee for the quality of teachers and teaching (Portugal);
- Support to the quality of teachers' performance is provided through several mechanisms, e.g. the 'teaching/learning lab'; the peers initiative ('*par em par*'); pedagogic incentive measures; teachers' participation in international teaching forums; the council for the continuous improvement of teaching; the pedagogic support; and the distance and e-learning methods (see chosen example of such practices in Portugal and Poland);
- There is a growing availability of digital platforms across HEIs, overhead projectors in classrooms, student groups are divided into smaller ones (in particular, during practical lessons); there is a rise in flexibility of teaching timetables to be adjusted to both students and teachers' needs (almost I all countries);
- Teaching performance assessment caters for student participation and feedback (pedagogic questionnaires) (all countries).
- Financial rewards and awards are offered to motivate the improvement of teaching, (Czech Republic, Poland);

- Teachers discuss their courses in teams and senior teachers would help junior teachers. In addition to regular student evaluations, courses are also discussed with smaller groups of students. (the Netherlands)
- The new development of obligatory UTQ (the University Teaching Qualification) qualification for university teachers following the VSNU (the Dutch University Association) agreement is implemented and regarded as a very positive development (the Netherlands);
- Global degree of institutionalization of course evaluation procedures, and student feedback feeds into the performance reviews of teachers. The results are taken seriously into consideration by the educational committees, where students, managers and teachers are represented (the Netherlands).

3.3 Recommendations

On 24 March 2013 the IBAR Team elaborated the "Reaction to consultation for ESG Revision" which comprises IBAR recommendations regarding the intended amendments to ESG and sent it to the Bologna Follow-up Group. The recommendations are going far beyond the recommendations following each of the IBAR project working packages but they are also making use of them. As it concerns WP 10 we can find two sections referring directly to teaching staff. In the section "Quality assurance of education and research" we can find a provision stating: "Whilst the IBAR consortium recognises that the ESG have not been designed to cover the area of research (from fundamental to applied, depending on the character of the higher education institution), our enquiries into institutional quality assurance policies clearly show the functional and managerial dichotomy between educational and research-oriented processes and activities. We see an opportunity for stressing linkages between educational and research 'qualities' throughout the ESG where pertinent, especially as far as pivotal characteristics (curricula, academic staff workloads, learning outcomes) of Master and Doctoral studies are concerned. In this respect, we take inspiration from the Portuguese case in our studies, whose quality agency has added the following standard to the ESG in their auditing framework: 'Research and development: The institution adopts mechanisms to promote, assess and enhance the scientific, technological and artistic activity appropriate to its institutional mission'. It calls for 'Mechanisms for articulation between teaching and research, namely on student contact with research and innovation activities from the first years".

The recommendations concerning the WP 10 formulated in the national reports were mainly limited to the postulates of liquidating the barriers mentioned above. Amongst more detailed recommendations that are to be listed we can find the following ones:

Recommendations for policy makers
- ENQA might wish to consider whether a Europe-wide accreditation model for individuals wishing to engage in university teaching might support the aims of the Bologna process
- ENQA might wish to consider whether further work at supra-national level to define or frame desirable criteria for continuing professional development for academic staff might support gains in educational quality across the EHEA
- ENQA may wish to consider whether a revised ESG might contain additional guidelines to support development of the effective management of teaching as well as for delivery of taught provision

- Providing adequate support to HEIs (financial or otherwise) so that teaching quality can be properly enhanced.

- Better functioning performance and incentive systems, especially the financial bonus systems, should be more widespread and actually used to ensure teacher motivation.

- Updating legal framework to emphasise teachers' pedagogic training as a condition for career progression. Teaching should be valued for promotion as much as research in any time of higher education institution.
- Peer coaching and continues professional development should be key practices added to the current array of teacher development practices available in the studied institutions.

Recommendations for institutional managers

- Universities in the UK may benefit from national work to ensure that UK-wide standards (e.g. UKPSF) are sufficiently ambitious and relevant to the needs of teachers and learners in a complex higher education environment
- Universities in the UK may benefit from national work to develop revised higher education funding models that reward excellence in teaching as well as high-performance in research
- Universities in the UK may benefit from national work to develop meaningful definitions of scholarship in teaching and to consider dimensions of "excellence"

- Universities in the UK may wish to consider undertaking strategic reviews of educational development/staff development provision with particular consideration for the needs of part-time, temporary and assistant teaching staff and for staff in leadership of teaching roles
- UK universities may wish to review the nature, scope and utility of continuing professional development opportunities (CPD) and to consider opportunities for strengthening requirements for participation
- UK universities may wish to consider how selection and promotion criteria might be revised to identify potential and to provide meaningful opportunities for staff dedicated to the pursuit of excellence in teaching
- The institutions should use peer review discussions as well as other possible means to evaluate the performance of teachers to avoid the one-sided view of teaching performance.

- Enhance teaching quality through the development of training systems is needed turn pedagogic training is to be mandatory.
- Reduce teachers' current bureaucratic and administrative workload, by offering them additional support from administrative staff.
- Adjust the existing facilities and equipment to the specific programme needs.
- Adapt size of student groups to the specific programme needs.
- Adapt teaching performance assessment to the specificities of disciplinary areas and to institutional mission.
- Enhance student participation in teaching performance assessment. Promote a greater discussion with teachers and students on assessment and its results.

- Develop a broader perspective on motivation mechanisms, including financial and non-financial rewards.
- Consider the restructuring of teaching performance assessment so that this can act as a motivational factor.

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- University Statutes (of the concerned 4 HEIs)
- Statutes of the self-governing authorities of the HEIs/faculties
- Long-term Plans of the HEIs
- Work Rules of the HEIs
- Guidelines of Selection/Appointment Procedures of the HEIs
- Annual Reports of the HEIs

PL
- Ustawa „Prawo o szkolnictwie wyższym" z dnia 27 lipca 2005 (Law on Higher Education of 2005)
- Nowelizacja Ustawy „Prawo o szkolnictwie wyższym" z 2011 (Amendement to Law on Higher Education of 2011)
- Polish Accreditation Committee principles (adopted 2011: http://www.pka.edu.pl/www_en/index.php)

UK
- The UK Quality Assurance Agency for Higher Education (QAA) Quality Code (adopted 2012): http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx

5. Appendix to the WP10 comparative report: "Teaching Staff"

Project "Identifying barriers in promoting European Standards and Guidelines
for Quality Assurance at institutional level" (IBAR)

Policy context

UK	The UK university teaching is not regulated profession but many initiatives / requirements for its regulations existing including teaching evaluation. (e.g. the UK Quality Assurance Agency for Higher Education (QAA)'s Code of Practice adopted in 2012, UKPSF as a key external benchmark for academic profession.
NL	The law on higher education as well as the national accreditation framework addresses the need to have qualified teachers in higher education. The NVAO Dutch accreditation framework sets the requirements for the professional development of teaching staff. The QANU asks study programmes to demonstrate in their interim assessment report that the teaching staff possesses the requisite subject-related, educational and organizational qualities and that the policy in this regard is structured in such a way that the programme can guarantee that this will remain the case. National regulations and activities concerning teacher training by UTQ, VSNU, etc. The academic staff employment is negotiated and regulated nationally including: the general salary development, function appraisal schemes, working hours, social security and "all that employers and unions decide among themselves".. Rules for tenure track.
PT	Teaching and teaching staff are regulated by Law 62/2007, with a broader focus, defining HEIs' legal regime, and Decree-Laws 205/2009 and 207/2009, with a more specific character, stipulating the statutes of the academic profession respectively in universities and polytechnic institutions. To a different extent, this legislation, as well as Law 38/2007, establishing the legal framework for the assessment of Portuguese Higher Education (HE), also contributes to frame teaching performance assessment and the assurance of teaching quality. HEIs have the autonomy for recruiting and appointing their academic staff. 3+2 national professional categories, two career profiles for academic staff. Positions advertised both nationally and internationally. HEI's performance assessment regulations required by legislation.
CZ	Higher Education Act and the Labour Code, including amendments in both, create the legislative background for HEIs. The Higher Education Act no. 111/1998 Coll. (HE Act) recognizes six basic categories of academic staff. These are: professors, associate professors, senior assistants, assistants, lecturers and scientific, research and development workers (researches) The HE Act further stipulates the conditions and procedures for obtaining the degree of professor and associate professor.
SK	Scope of the higher education teaching staff is described in the national policy documents which are obligatory for all HEIs. Scope of the higher education teaching staff is described in the national policy documents which are obligatory for all HEIs. The national legislative specifies six categories of HEI teachers: professor, visiting professor, assistant professor, senior lecturer, lecturer and lector (subreader). The HEIs have the autonomy to specify requirements to award the titles professor and assistant professor (subject of the accreditation process approvement).
LV	Universities are autonomous, but there are quite a few issues the state is trying to regulate concerning teaching staff: The Law on HEI, The Regulation on accreditation of HEI, Regulation of the Cabinet of Ministers on the list of professions and positions of educational staff, Regulation on remuneration of educational staff, The Statute ("Constitution") of HEI.
PL	The fundamental factors of national policy on the quality of teaching staff are constituted by the Act on Higher Education and its Directives, the Act on Scientific Degrees and evaluation / accreditation principles of the State Accreditation Committee. These regulations lay down the quantitative and qualitative requirements regarding staff composition and qualifications. HEIs are guaranteed academic freedom, with institutional autonomy constrained by legal regulations largely affecting HR policy.

Q1.What is the institutional policy on assuring quality of teaching staff? How it is related to the national rules concerning QA and employment?

	Answers
UK	The UK Quality Assurance Agency for Higher Education (QAA)'s Code of Practice (Section B3) adopted in 2012 includes the following indicator and definition of institutional responsibility for effective teaching: *Higher education providers assure themselves that everyone involved in teaching or supporting student learning is appropriately qualified, supported and developed.* HEIs are responsible for decision-making about the recruitment, development and evaluation of academic staff and are the independent legal entities that enter into contractual relationships with individual academic staff. University mission or strategic priorities determine the university's orientation towards teaching as a core element of practice.
NL	All four cases studies have explicit requirements for the qualification of the new staff as well as continuous improvement of those qualifications while already employed in the institutions. But the institutional policies are more or less explicitly formulated and formally adopted.
PT	Due to their public status, all HEIs must comply with national legislation. Documents issued at institutional level complement the national legislation – see examples in national report.
CZ	Regardless of the staff category, quality of teaching staff is assured by the nationally regulated terms of employment. Quality of higher education staff categories (professors and associated professors) is assured by the demanding process of achieving these academic titles as prescribed in detail by the HE Act. These procedures can be provided only by HEIs having accreditation for their provision. Quality of other staff categories (assistant, senior assistant, researcher, lecturer) is assured by the rules of appointment as part of internal regulations of particular HEI and by internal quality assurance system (obligatory, but its mechanisms fully in the responsibility of a HEI). The systemic policy does not set provisions for the level(s) of a teaching load per individual staff category. the student/staff is not specified but only monitored at the level of a systemic policy. The institutional policies differ from each other in these aspects.
SK	The Slovak HEIs lack a comprehensive policy in the field of evaluation of teaching staff with clear and measurable criteria on national level. The trend of the teachers´ evaluation is more oriented on their performance/outputs in research field what is affected by official national policy valid for public subsidies of HEIs
LV	Institutions are following the rules established at National level for hiring the teaching staff. There are no strict rules about staff to student ratio at the national level. The workload for full-time staff in contact hours has been defined at the level of 700 to 1000 hours per year.
PL	All public and non-public HEIs are following the rules established at the national level. Complying with legal requirements underlies HEIs' policies of quality provision in teaching staff. This refers to observing minimum staffing for the provision of degree programmes, teaching staff qualifications interpreted as holding the scientific degree required, the teacher – student number ratio, teacher's workload. Other elements of HR policy are catered for by HEIs on their own.

Q2. What are the criteria of staff recruitment and appointment procedures? How they assure the quality of teaching?

	Answers
UK	QAA's Code of Practice: Higher education providers determine what is necessary to demonstrate that a member of staff is qualified to fulfil their role in teaching or supporting learning; Staff recruitment and appointment procedures include a means of ensuring new staff have an appropriate level of competence for the teaching and/or learning support role to which they are being appointed. Data from this study suggests that considerable variation in practice in recruitment is evident across UK universities and within Faculties, ….
NL	quality criteria used for recruitment differs amongst HEIs and depend of the HEI mission and strategy: they can be like: (i) teaching, research, management and collaboration competencies; (ii) The vision of lifelong learning and the assumption that employees should be flexible with regard to their career; (iii) the research qualities and ability to bring own research funding; (iv) didactic skills, transfer competences to the market, assessment and research competences.
PT	Criteria for the recruitment of permanent academic staff: scientific performance, pedagogic performance and other activities relevant to the mission of the university.
CZ	The specific criteria for staff appointment are fully in the responsibility of a particular HEI. The general rules of habilitations and professorial appointments are set in the HE Act and are subject to accreditation by the Accreditation Commission. The institutional criteria for staff recruitment further specify the qualification requirements which commonly are: education attained, degree(s) awarded, teaching practice, research expertise and membership in scientific committees.
SK	The teaching experiences and competencies are taken into consideration as secondary ones in the process of the teaching staff recruitment. Pedagogical competences are not verified in the process of their recruitment. Main focus is given to the specialisation of the applicants (subject area to be taught) and their professional (scientific, research) achievements (relevant titles usually as a basic precondition/requirement).
LV	The criteria for staff recruitment staff: teaching skills, research papers, results of students' assessment from the previous institutions.
PL	The criteria of staff recruitment are set by faculties / institutes based on their needs. However, they need to comply with the provisions of the Act on Higher Education and other acts, specifying the competencies of teaching staff (scientific degrees), required for the appointment to particular positions. Also, the recruitment procedure is defined by regulation requiring, among others, organizing a formal competition procedure for the appointment to each position.

Q3: How the HEI is supporting the quality of teaching performance?
Q3a: In which way the HEI is supporting development of teaching skills?
Q3b: How the HEI is supporting quality of teaching performance by modernisation of teaching equipment, size of students groups, …

UK	QAA's Code of Practice says: Members of staff new to their teaching or supporting student learning role are encouraged to engage in appropriate induction and mentoring opportunities made available by the higher education provider… throughout their career, staff engage with opportunities to develop and extend their teaching capabilities and to reflect upon their teaching practice.. HEIs commonly demonstrate strategic commitments to staff development activities although in various ways. In common: before any new staff members are allowed to teach students, they are typically required to participate in short courses lasting two or three days that introduce basic skills and concepts
NL	For the four case studies: teaching staff in all institutions are given opportunities to develop and are largely encouraged to value their teaching skills. The universities have set themselves to increase the targets of academic staff having UTQ qualifications; have dedicated units for teacher training at the central university level which provide short

	courses on professional skill development. In some institutions it is more formalized and institutionalized than in others.
PT	Different approaches to the issues by HEIs: from lack of procedures and underestimation of this matter via teaching performance identified with research performance, to some forms of support like training offered to teachers. In general, support is given to teaching performance through the modernisation of teaching equipment; size of student groups are satisfactory with some complaints.
CZ	The major instrument of supporting the development of staff teaching skills is training courses. Some of them regarded as beneficiary, some not (in teachers opinion). Modernisation of equipment and library done at all four HEIs on a regular basis.
SK	The main accent is put on the development of professional competences concerning topic of the study field/study subjects. Teaching experiences and pedagogical competencies don´t belong to the priorities. HEIs have very limited funds to cover costs of LLLP for their teaching staff as well as to upgrade the teaching facilities and provide the material and technical support of teaching processes. These kinds of activities are possible to be covered mainly based on realization of the national and international projects. Departments oriented in technical sciences use cooperation with the business companies to develop the professional skills of teaching staff. Typically there is a motivation of teachers to increase their qualification (in terms of undergoing the processes aimed at obtaining some of the titles PhD, Assist. Prof, Prof, DrSc.), but there is less, or even a lack of motivation to participate in some forms of further education.
LV	In larger institutions (UL, BST) there are special programmes for developing and improving the teaching skills. Universities are using the available teaching equipment like computers, interactive whiteboards, internet access so that teachers can offer individual and team work to students at different level of previous knowledge.
PL	Systematic and formally confirmed training is not required. Some of the universities have programs for improving the teaching skills, some do not have. Modernization of equipment often going on permanently with outstanding role EU funds. Requirements for the support included into the accreditation criteria of PKA.

Q4: How the quality of teaching performance is assessed? In which way the assessment is done? How does the HEI use results of the assessment?

UK	(QAA)'s Code of Practice: Higher education providers collect and analyse appropriate information to ensure the continued effectiveness of their strategic approach to, and the enhancement of, learning opportunities and teaching practices. List of data sources gathered by HEIs and its activities are very closely aligned to the guidelines in the QAA Code of Practice. Comments on the difficulty of developing robust indicators of teaching quality. "The student voice is very strong".
NL	The performance is evaluated via student course evaluations usually carried out electronically. The course evaluation systems are linked to the performance measurement of academic staff in the promotion processes via human resources policies. UTQ qualification is required for obtaining the permanent position. In case of tenure track participants, they need UTQ to obtain tenure. In the UAS, teaching performance evaluation is nearly 80% based on teaching performance.
PT	Dimensions of staff assessment: teaching; research, artistic and cultural creation; additional activities (such as dissemination, knowledge transfer and training); and HE administration – sometimes assume different weights. Schools must have their own regulations establishing the parameters, the criteria and the respective scores to assess each dimension. Pedagogic questionnaires emerge as a transversal tool for the assessment, its results available to (students, academic community and) external reviews. Consequences of performance assessment derive from the law. Moreover, teaching performance assessment emerges as both a motivating and a demotivating factor depending on the actors involved (namely institutional representatives and teachers).
CZ	Assessment of the quality of teaching performance is in place at all four HEIs; it is assessed externally through the (re-) accreditation process and Internally through student

	evaluations. New intra-HEI pilot project was reported by one of surveyed HEIs.
SK	Evaluation mainly through the student questionnaires as well as the several reports prepared by HEIs and faculties required by the national law. The official external evaluator of quality at HEIs in Slovakia is the state Accreditation Commission. Students perceive positively their involvement in the evaluation of the quality of the teaching process but they expect the results will encourage the necessary changes, about which students would like to be informed but students are not sufficiently informed about the realization of remedies, what is appeared as a weakness of the evaluation process.
LV	Teachers are assessed by students in all the institutions visited in this project, and it is following the National regulation. Student surveys are usually organized centrally through computerized system, accessible remotely.
PL	Systematic assessment of teacher is in place at all HEIs. It is required by legislation. Teachers are usually assessed in 2 ways: by students (they are informed about the results in general way) and periodically by their supervisors – evaluation of achievements in research, teaching, administrative activities...

Q5: How teachers are motivated by the HEI to assure and improve the quality of teaching?

UK	Academic staff participating in this study discussed intrinsic forms of motivation and reported particular challenges in implementing structural opportunities for the motivation of teaching staff. The problem of the impact of national funding models. Effective working environments to support enhancement of teaching vs. lack of time.
NL	Presumption: teachers are intrinsically /personally motivated. Some external motivation factors – also financial like bonuses, prizes like "teacher of the year" are provided, but not at any HEI. Negative reaction for permanently bad evaluation happen but not too frequently.
PT	Relative absence of concerted and systematic strategies to motivate teachers the current financial situation and teachers' excessive workload is harming motivation.
CZ	Significant financial motivational tool for academic staff is personal bonuses and financial rewards set in the institutional wage regulations.
SK	Criteria of QA of performance of academic staff are derived on the criteria used for public subsidies of HEIs preferring the research outcomes from the educational ones. It causes a lack of interest to establish the QA policy in teaching processes including incentive systems for teaching staff. Main motivation of teachers to be a good teacher is still based on their internal positive attitude to their jobs.
LV	Each institution has a sort of motivation system to recognize good teaching performance. Institutions practice giving annual prizes (premiums, presents) to the best teachers of each faculty.
PL	Relative absence of complex motivation systems for teachers. But there can be found some good practices in the HEIs – see the national report.

Q6: Who is (what does it mean to be) a good university teacher? (in respondents' opinion).

	Opinions - addressed mainly to intrinsic motivation to be a teacher	Additional remarks
UK	passion, enthusiasm, openness …. Vs QAA Code of Practice	Relation between quality of teaching staff by ES&G and common thinking about "who is a good teacher?" - needs to be taken into consideration
NL	passion, enthusiasm ….	
PT	*not been made by the Portuguese team to the interviewees.*	
CZ	Short, concrete rather formal list of attributes of a good teacher.	
SK	Interesting and reach results of surveys – differences in students and teachers approaches	
PL	passion, enthusiasm, openness, outstanding personality ….	