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for Quality Assurance at Institutional Level“**

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POLICY CONTEXT

In Polish system of higher education quality requirements regarding academic staff educating at general level are stipulated in two fundamental documents: “Act on Higher Education” (published in Dz.U. No 164, item 1365, with amendments), Part III, Chapter 1, Art. 107-117, Chapter 2, art. 118-136 and the Directive of the minister of Science and Higher Education of October 5th 2011 on the conditions of conducting studies in a certain field of study at particular level of education. The requirements specified in the documents mentioned, may be supplemented by the provisions of a statute of a particular institution of higher education, reflecting the specificity of education in a particular institution of higher education or in its basic unit, and stipulating the competences, qualifications and other requirements regulating the employment of academic staff. Each article of the Act mentioned, respectively regulates the issues regarding the interrelations between academic staff and the quality of education:

- the categories of employees of an institution of higher education,
- legal requirements to be fulfilled in the process of employment,
- positions in which possible HEI employees can be employed,
- employee's duties, including those of an academic teacher,
- general principles of employee qualification for the minimum academic staff complement for a particular field of study
- the requirements regarding the qualifications of employees in particular positions
- form of employment relationship of an academic teacher and the principles of concluding and terminating thereof
- mode of employment and the principles of announcing information concerning vacancies and competition for the position,
- the properties of the nomination act and work contract concluded with an academic teacher
- time limits for an academic teacher employment in certain positions, in particular in those of *asystent* and *adiunkt*,
- the principles of nomination for the position of *professor ordinarius* and *professor ordinarius*,
- the conditions of terminating the employment relationship with an academic teacher, in particular, related to obtaining negative results in performance or committing an act as specified in Art. 115 of the Act of February 4th, 1994 on copyrights and related rights, confirmed by a valid court or disciplinary committee judgment,
- the principles of taking up additional employment relationship in an institution conducting educational or research activities,
- The working time of academic staff determined by the scope of their teaching, research and organizational duties, in particular, their annual teaching load specified as follows:
 - between 120 and 240 teaching hours for research and teaching staff,
 - between 240 and 360 teaching hours for teaching staff other than those employed in the position of a *lector* or *instructor* or equal,
 - between 300 and 540 teaching hours for teaching staff employed in the position of a *lector* or *instructor* or equal,

- provisions stipulating overtime teaching activities,
- the principles and mode of periodical performance appraisal of academic teachers, primarily regarding job responsibilities as stipulated by the Act, as well as copyrights, related rights and industrial design rights.

The Articles of the Directive of the Minister of science and Higher Education of October 5th 2011 on the conditions of conducting studies in a certain field of study at a particular level of education lay the provisions regulating respectively the issues concerning the relationship between academic staff and education quality as follows:

- detailed principles of employee qualification for the minimum academic staff complement for a particular field of study of academic and practical profile, including:
 - minimum load of teaching hours (30) conducted annually by an independent (holding the title of professor of the degree of doctor habilitated) academic teacher and the minimum load of teaching hours (60), conducted annually by academic teachers holding PhD degree or MA professional degree,
 - minimum number (3) of independent academic teachers and minimum number (6) of academic teachers holding PhD degree constituting the minimum staff complement for first cycle studies in a particular field,
 - minimum number (6) of independent academic teachers and minimum number (6) of academic teachers holding PhD degree constituting the minimum staff complement for second cycle studies in a particular field,
- minimum coefficient between the number of academic teachers constituting the minimum academic staff complement and the number of students in a particular field of study, including, among others:
 - 1:160 for the fields of studies in humanities,
 - 1:160 for the fields of studies in social sciences,
 - 1:60 for the fields of studies in technical sciences,
 - 1:60 for the fields of studies in strict sciences,
 - 1:60 for the fields of studies in natural sciences.

Over the last two decades the number of students in Poland has increased fivefold. In 2011 there were over 1.75 million students in Poland, of which 1.2 million were studying at public HEIs and 0.55 million at non-public ones. (Statistical yearbook, Central Statistical Office 2012), whereas in 1990 the overall number of students amounted to over 400,000 (source: Ministry of Science and Higher Education). The number of academic teachers in 2010 amounted to 58,000; with 64,000 in 1990. Thus, the rapid growth in the number of students has not been accompanied by an increase in the number of teachers.

Methodology: the analysis of documents and semi-structured interviews including number of respondents interviewed/contacted in individual categories, e.g. management of the HEI responsible for teaching performance at institutional and faculty level, management of the HEI responsible for internal quality assurance in teaching, HR unit staff, selected teaching staff, selected students.

Approximately 40 respondents were surveyed – 10 from each of the HEIs.

QUESTION 1:

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

Note: good to trace, in particular, with regard to your national background:

AMU	<p>HEI level: general principles of employment stipulated by the Act – by means of competition, as established at central level. In 2011 an improvement introduced in the competition procedure, with the needs of a recruiting unit accounted to a wider extent. The strategy of HEI: staff reconstruction + development. The principle of employing professors up to the age of 70, followed by part-time employment (1/3 of regular workload); employing young exceptionally gifted staff, in accordance with the needs, with special focus put on new fields of study, especially promoted by the HEI.</p> <p>The possible vacancies are estimated and announced by the faculties, where the competition requirements are specified, with appointments to regular posts made by the rector, who acts in the interest of the whole HEI. Preliminary efforts have been made to develop purely educational and purely research-related positions, which is facilitated by the AMU's mission – that of RESEARCH UNIVERSITY.</p> <p>At the level of a faculty subject to study: in general, recruitment principles are effective and promote QA, however, the system is not favourable towards employing young people, in particular, very talented individuals. The main reason for this is the dominating role of doctoral studies over a position of a reader. Internal provisions of the HEI related to employment are not flexible enough. In certain cases a talented individual cannot be employed – in some cases they do not apply and a vacancy must be filled. Staff selection is based, above all, on research achievements, not educational skills; this is also required by the legislation – offering the unit high score for research achievements.</p>
WSE	<p>QA strategy in educational staff is developed by Deans of Colleges and Deans of Bachelor and Master Studies. Employment strategy is based on the provisions of the Act on Higher Education and QA principles for European Higher Education Area (ESG standard 1.4) as well as on QA policy of WSE.</p> <p>As regards recruitment, the amended Act on Higher Education introduced the requirement of announcing open competitions for the regular full-time and part-time positions (with higher than half of full-time work load). The competition announcements are published on the websites of WSE, of the Ministry of Science and Higher Education and of the European Commission. General requirements related to employment conditions of teaching staff at WSE are formulated in the WSE Statute (articles 90–96) and in the Act on Higher Education referenced there.</p> <p>Currently WSE employs the staff of 748 per 736.13 full-time regular positions (as of 30.06.2012 excluding the employees on unpaid or maternity leave). The working hours for educational staff are determined by the scope of duties (art. 98 of the WSE Statute). Detailed principles of specifying the scope of duties of academic staff are stipulated by the Senate (art. 98 of the WSE Statute). The Rector is entitled to reduce the work load of teaching hours for academic staff in cases as specified in WSE Statute (art. 99).</p> <p>Under the resolution of the Senate (No 325 of June 30th, 2010) the annual work load of teaching hours have been specified as follows:</p> <ul style="list-style-type: none"> • a professor holding a scientific title - 120 hours • professor extraordinarius holding a degree of doctor habilitated or <i>docent</i> - 180 hours. • <i>adiunkt</i> or <i>asystemt</i> - 210 hours. • senior lecturer - 300 hours. • lecturer - 360 hours. • lector - 450 hours. • instructor - 540 hours.
BWS	<p>At each field of study the staff holding scientific degrees of a doctor and doctor habilitated are employed, in accordance with the minimum academic staff complement. Currently the minimum academic staff complement for the fields of</p>

	<p>study offered consists of 41 employees. There are 45 staff members employed. The work load is laid down by the Directive of the rector of BWS No 12/2011. The annual work load of hours varies from 60 to 120 hours for an ordinary professor, from 90 to 120 hours for extraordinary professor and from 120 to 140 hours for the position of an <i>asystent</i>.</p>
TUL	<p>The principles of QA of teaching staff adopted by the HEI Fully comply with the Act on Higher Education (Dz.U. No 164, item 1365, with amendments), Part III, Chapter 1, art. 107-117.</p> <p>According to Directive No 1445 of the Minister of Science and Higher Education of October 5th 2011 on the conditions of conducting studies in a certain field of study at a particular level of education “the minimum staff complement for first cycle studies in a particular field shall be constituted by at least 3 independent academic teachers and at least 6 academic teachers holding PhD degree”. “The minimum staff complement for second cycle studies in a particular field shall be constituted by at least 6 independent academic teachers and at least 6 academic teachers holding PhD degree”.</p> <p>According to Directive No 1445 of the Minister of Science and Higher Education of October 5th 2011 on the conditions of conducting studies in a certain field of study at a particular level of education the coefficient between the number of academic teachers constituting the minimum staff complement for a particular field of study , and the number of students shall not be lower than 1:60 for the fields of studies in technical, strict and natural sciences and 1:160 for the fields of studies in social sciences; the provisions are observed at TUL.</p> <p>The unit responsible for Human Resources at TUL is the Personnel Department subordinated directly to the Rector and indirectly to the Senate of the HEI. Other units dealing with the development of teaching staff and research and teaching staff of TUL include the Department of Education subordinate to Vice-Rector for Education, and the Department of Science subordinate to Vice-Rector on Science. The decisions made by the units mentioned fully comply with the above criteria.</p> <p>Currently TUL employs 1478 academic teachers, including 267 professors. Annual work load for academic staff at TUL is specified as follows:</p> <ul style="list-style-type: none"> • <i>asystent</i> – 240, • <i>adiunkt</i> – 240, • <i>docent</i> – 300, • independent employee – 210, • lecturer – 360 teaching hours. <p>HEI allows for excessive work load and offers additional remuneration for overtime work, given a particular unit employing the teacher fulfils the total minimum requirement as a whole, calculated on the basis of the number of staff employed there. The consent of the HEI authorities is not required if the work load limit is not exceeded by 50% in case of a member of teaching staff and by 25% in case of a member of research and teaching staff.</p>
Synthesis	<p>The mode of employment and scope of duties of academic teachers is stipulated by the Act. All HEIs observe the principles of recruitment laid down by the regulation. The procedures have received a positive evaluation, in particular, the requirement of conducting open competitions for academic positions has been highly appreciated. This procedure is regarded as enhancing QA in education. The Act also regulates the actual the coefficient between the number of teaching staff and students in a particular field of study.</p>

Barriers	Financial insufficiency leads to employing by HEIs young members of staff as doctoral students (third cycle students), not as regular employees at the position of an <i>asystent</i> . This situation does not enhance stabilisation and positive selection of staff.
Good practices	

QUESTION 2:

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

Note: good to trace, especially according to your 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?

AMU	<p>Basic criteria of staff recruitment for particular positions within the HEI hierarchy are primarily determined by scientific degrees held by candidates. The highest position to which a master degree holder can be appointed is the position of <i>asystent</i>; for a PhD holder, respectively, the position of <i>adiunkt</i> can be offered, for doctor habilitated – the position of a <i>HEI professor extraordinarius</i>, for a holder of a professor title – the position of an <i>ordinary professor</i>, under the provisions of law. Detailed employment criteria are not specified centrally; as mentioned above, the vacancies are assessed and declared by the faculties, where the competition criteria are also defined. Preliminary works are conducted aimed at defining purely teaching and purely research-related positions.</p> <p>According to teachers, the system does not enhance the employment of young members of staff, in particular, talented young people. This is attributed to the dominating role of doctoral studies over the position of an <i>asystent</i>. Insufficient flexibility of recruitment regulations is emphasized – in some cases employing a talented person is formally prohibited, in certain instances, lack of excelling candidates is combined with the urge to fill the vacancy. The selection of staff is primarily determined by scientific achievements rather than teaching skills; this is also imposed by legislation scoring points to units in relation to scientific achievements.</p> <p>A common and inherent situation is combining work at several regular positions and working outside the HEI, which is caused by low salaries of young employees in particular. The scale of this phenomenon is declining due to a decrease of employment opportunities outside the HEI, the number of faculty employees working at more than one position is gradually declining.</p>
WSE	<p>The criteria adopted in formulating the need for employing a researcher, are familiar to the Deans of Colleges. A Dean sends to the Rector a motion to organise a competition for a post of a teaching staff member. Upon the Rector's consent, a Dean or the Rector (in case of posts dedicated for professors) announces a competition. The principles and procedures of conducting a competition are specified in Appendix No 8 of WSE Statute.</p> <p>An open competition is supposed to ensure the selection of the most suitable candidate for the post. The competences of an employee recruited are specified in the Act on Higher Education and WSE Statute. There is no formal requirement towards a candidate for a post of an academic teacher to submit any certificates</p>

	<p>confirming their competences. All the information on requirements to be fulfilled by a candidate are specified in the competition announcements, published, among others, on WSE website. The competitions are announced by Deans of Colleges. A candidate is allowed to be employed full-time elsewhere. In case they are employed in other HEI or a research or educational unit, they are obliged to obtain the Rector's consent.</p>
BWS	<p>In the HEI there are two groups of academic teachers according to the type of employment contract – a civil law contract or an employment contract.</p> <p>The employees with civil law contracts are employed exclusively based on the recommendation of the chairman of a particular Programme Committee. The chairman issues a recommendation and the Vice-Rector for Strategy and development formally approves the employment.</p> <p>The decision regarding the employment on the basis of employment contract is made by the Vice-Rector for strategy and Development.</p> <p>In view of ongoing ownership transformations, the key issue for a HEI is to employ the staff who will generate value for HEI. In general, the authorities of BWS do not object combining positions as long as it does not affect an employee's availability, and an employee is able to adjust their performance according to BWS specificity, e.g. they do not automatically transfer the requirements for MA students in a state-owned HEI to BA students of BWS.</p>
TUL	<p>The recruitment of academic teachers at TUL is conducted upon qualification in a competition “advertised on the internet web pages of appropriate higher education institutions, of offices providing administrative support services to the minister competent for higher education and the relevant minister supervising those institutions as well as on the internet web pages of the European Commission devoted to the mobility of scientists and the advertising of research positions” – art. 118a of the act on “Law on Higher Education” of July 27th 2005, with amendments. The conditions of entering the competition procedures are determined by a faculty and position. Employment relationship with an academic teacher shall be founded on the basis of an appointment or a contract of employment.</p> <p>According to the Act “Law on Higher Education” of July 27th, 2005 with amendments, an academic teacher employed by a state owned HEI, such as TUL, “may undertake or continue an employment relationship with one supplementary employer which conducts teaching or research activities”.</p> <p>The opinions expressed by academic teachers regarding the influence of a supplementary employment on the quality of teaching are of ambivalent character. Generally, negative opinions prevail. One of the advantages of academic teachers supplementary employment outside a HEI is their access to economic practice, followed by incorporating the experience gained to the programme of classes in the form of real life case studies materials (students highly value classes enriched with cases from real economic practice)</p>
Synthesis	<p>Terms of competitive procedure – candidate evaluation criteria are specified at faculty / institute level, according to their needs; in compliance with legal regulations concerning the relationship between scientific degrees and positions held.</p>
Barriers	<p>Lack of clear opinions from the HEI surveyed on combining employment by academic teachers. In this relation the phenomenon of combining employment May not be perceived and exploited as a chance for a HEI.</p>

Good practices	<p>Detailed specification of competitive procedures and requirements, with their proper execution enhances good quality of academic staff.</p> <p>The issue of combining employment is gradually less controversial and sensitive, its negative impact on quality of teaching is diminishing. Employees are offered a limited number of supplementary employment opportunities, which results from new legal regulations (the requirement of obtaining rector's consent on employment in another HEI, contracting labour market (demographic low)). However, respondents also emphasized the fact that supplementary employment may offer valuable professional experience that can be transferred to HEI and implemented in teaching practice.</p>
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QUESTION 3:

Q3: How is the HEI supporting the quality of teaching performance?

Note: good to trace especially according to your 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, ...

AMU	<p>The Council for Quality Assurance supports high quality performance by enhancing and requiring the process of evaluation; it also stimulates quality-oriented activities performed by teachers and students, enhances reflecting on teachers' performance, and enhances self-evaluation.</p> <p>At the same time:</p> <ul style="list-style-type: none"> • Lack of systemic solutions at the university level, supporting teaching skills – good teachers are promoted, teaching internship studies are available both abroad and in Poland. • Developing qualifications is not obligatory for higher level academic staff. • Doctoral students are required to attend teaching training (currently required by law). • One-year seminar on developing CV and curricula development is conducted, participants receive a certificate; it supports the NFQ introduction. • Group size has not been reduced - resolution of the Senate specifying the minimum group size (foreign language – 15 students, other groups – 20 students). Exceptions allowed for less popular specialties (e.g. Latvian language, etc.) • Technologically assisted teaching – developing predominantly thanks to European grants – of high quality, still insufficient number of projectors, computers in classrooms, very few interactive boards. • Obligatory hospitations during the classes of young employees, conducted by employees specializing in teaching methodology. The system of peer observation in place. • According to the feedback given by doctoral students, they are offered excellent assistance in teaching – the forms involve hospitation, classes
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	<p>with supervisors – other assistance, including training in voice emission, is available – very good care.</p> <ul style="list-style-type: none"> • According to student’s feedback: groups are not too large, very well equipped library, educational materials are available online, and e-learning platforms are in operation. There are no reservations concerning UAM educational resources. UAM is responsive to diversified needs and competences of first year students. A student’s opinion: teachers were tolerant and enhanced competence development – additional individual consultancy offered during office hours. • Gradual modernisation of educational resources, etc. is the responsibility of faculties. In new university-level investments are executed, the central budget of UAM is involved. High number of new investments, Morasko campus quoted as an example. • Other investment at university level – e.g. language laboratory; • Centralised room management enhances their rational exploitation.
WSE	<p>The HEI does not offer obligatory training in teaching. In the past Pedagogical Centre operated, which offered postgraduate studies “Postgraduate Study of Pedagogical Development” – promotion or appointment to the post of <i>adiunkt</i> was determined by graduation from these studies (this policy was followed in the College of Management and Finance)</p> <p>Students’ access to e-learning materials is not restricted to e-group members participating in e-courses. Students are also offered materials by individual lecturers. This process is supported by network application “Teacher’s Guide”. Referring to the guide is a common practice at WSE, which supports educational process.</p> <p>At WSE the number of multimedia equipped lecture rooms is rising gradually. There is a variety as regards the type and level of technological devices available in lecture rooms – from audio systems, OHP, computer-based visual and film presentation systems (different systems) and permanently fixed computers, screens and presentation boards. In other rooms with no fixed facilities, the equipment is delivered at a teacher’s request by the technicians from Multimedia Techniques Team of the Information Centre.</p>
BWS	<p>3a. Currently the HEI Has been granted EU funding for the development of professional motivation system for academic teachers. Due to practice-oriented profile of the HEI and its focus on education, the motivation system will involve predominantly the teaching-related issues. The system will be developed both for administrative and educational staff. To complete this task a professional company will be outsourced, which specializes in similar projects.</p> <p>3 b. The set of teaching resources has been developing rapidly, in particular over the last few years. The investments are possible thanks to the EU funding obtained by the HEI. As a result a modelling section within the industrial plant has been established, as well as the studios of cosmetology, computer graphic, art and sculpture. Size of student groups is regulated by the Rector’s directive.</p>
TUL	<p>The authorities of TUL, who are fully aware of the critical role of the process of QA of teaching and research staff, puts special focus on academic teachers’ qualifications as well as their professional development. This approach is reflected in the stipulations of Directive No 3/2011 – “On Internal System of Quality Assurance”, defining the objectives of systemic quality assurance such as:</p> <ul style="list-style-type: none"> • “supporting staff development in terms of teaching skills”, in particular, “continuous teaching staff development regarding methodology and contents”, • “measuring and monitoring teaching activities” • “collecting and analyzing data concerning teaching activities and their

	<p>outcomes”</p> <ul style="list-style-type: none"> • “implementing appraisal mechanisms for academic teachers excelling in terms of education ” • ”developing pro-quality attitudes in academic environment and forming teaching quality culture”, • “promoting and effective implementation of lifelong learning programme”. <p>The basic mechanism implemented by the HE in order to increase teachers’ involvement in the process of education is inspection. It is performed in the form of hospitation. All the educational activities and all the teachers are subject to similar inspection at least once in six years (with the exception of the employees holding the positions of an <i>asystent</i>, <i>adiunkt</i>, <i>lector</i> and <i>instructor</i> with the work experience not exceeding three years). The results of hospitations are one of the main criteria of granting the honorary title of teacher of the year.</p> <p>As regards the teaching process at the second cycle, where the participants are the graduates from a variety of HEIs, TUL intends to launch one-term compensatory classes for students lacking suitable competences. The concept of similar compensatory education is currently being implemented. Unfortunately, in case of basic sciences we observe activities contradictory to the approach presented; the number of teaching hours in mathematics and physics is being reduced, which, according to teachers, brings the level of education in this respect back to 19th century.</p> <p>With reference to the conditions of teaching, students’ and teachers’ opinions are clearly positive. It is emphasized that the HEI provides equipment facilitating the process of learning, offers relatively good conditions (many rooms and lecture theatres are air-conditioned), access to a number of services other than teaching, room sizes matching student group size.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Synthesis</p>	<p>Some HEIs have systemic solutions in place, aimed at supporting the quality of teaching, in others there are certain components which possibly can have similar impact. In general, participation in training schemes is not obligatory, yet, they are offered to academic staff in all HEIs.</p> <p>Teachers regard their HEIs’ efforts aimed at improving the conditions of teaching, in particular, reducing the size of student groups or introducing technologies, as insufficient, despite lack of complaints on students’ part. The role of European funds is emphasized in conducting a number of investments of different scale – ranging from the whole campuses to individual teaching aids.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Barriers</p>	<p>There are no complex motivation systems for teachers – the HEIs existing systems promote research rather than teaching.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Good practices</p>	<p>Exploiting employee experience originating from external employment in ongoing educational activities of HEIs. High contribution of European funds in the process of developing the quality of teaching.</p>

QUESTION 4:

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

Note: good to trace especially according to your national background:

- What are the main tools of assessment: students reviews, exams results, periodic general assessments of the teaching staff, other measures?
- What is the students role in the assessment?
- Is there any influence impact of them on the HR policy?
- What if the teaching performance of a staff member continues to be demonstrably ineffective?

AMU	<p>At the level of UAM the Rector's directives have been implemented, defining the duties of faculty-based committees for QA in teaching. They lay down the requirements regarding class hospitation, students evaluation of academic teachers, rewarding academic staff, etc. These components stimulate raising quality of teaching. Other statements of the respondents can be quoted:</p> <ul style="list-style-type: none">• No transparent criteria of teaching performance of academic staff – they are based on supervisors' feedback and students survey results,• Obligatory students surveys every term, USOS system offers easy access,• One of the survey advantages – they cover crucial issues as regards quality, the questions are well adjusted to students' competences – they can give reliable feedback,• Transition to electronic surveys has led to the reduction of feedback received – it amounts to only 20%, with student government actively encouraging students to actively participate. The evaluation based on survey feedback influences quality mainly by altering the evaluated teachers' attitude; they receive the results.• The authorities of the institutes prepare a report on the survey results, which are handed in to heads of chairs or other units – they are required to react in problematic situations and assess the class after hospitation.• This evaluation influences an employee's periodical assessment, required by law – there have been cases of negative evaluation due to this.• Student government offers training to freshmen on their rights – they are aware of their possible reaction in case of wrong teaching practices.
WSE	<p>The legally established QA tool for academic staff is the annual performance evaluation . The criteria of this evaluation are laid down in Appendix No 9 to WSE Statutes. The outcomes of the periodic assessment are taken into consideration when remuneration, promotion, appraisal or appointing to managerial positions are discussed. In case of negative evaluation of an academic teacher performance, the Rector can terminate the employment relationship with them (Art. 101 of WSE Statutes).</p> <p>The basic prerequisite for effective execution of educational process by academic teachers is the quality of educational activities. In WSE the main source of such information has been the results of students survey on the attributes of educational process formulated by ORSE (the Centre for Economic Study Development). The results have been used to prepare the list of "Top 10" – the ranking of 10 teachers with the highest assessment.</p> <p>As the systemic solution modifying the system of staff assessment the implementation of P/K/1.1. procedure can be regarded, entitled "Monitoring of education process quality". The main objective of the procedure was to incorporate within the QA practice the rule of regular periodical analysis of the quality of teaching conducted at WSE, based on measuring students' and</p>

	<p>lectures' attitude as well as on experts' opinion (hospitation). The results obtained of the overall quality have been sent to heads of chairs, who are responsible for the adequate execution of the educational offer declared by the academic staff, with the copy delivered also to the deans. In case of repetitive negative assessment of teaching activities of a particular teacher the Rector is entitled to suspend or cancel the class offered by the teacher from the overall curriculum. The evaluation of staff performance served as one of the criteria adopted during annual research and teaching staff performance review (staff performance evaluation)(Art. 101 of WSE Statute).</p> <p>It is the responsibility of the Team for the Quality of Teaching Management to monitor the operation of the system for quality of teaching evaluation over a sequence of terms, as well as to formally verify the adequacy of declaring the learning outcomes complying with the specificity of a particular subject taught by academic staff. Additionally, the data concerning the results of the evaluation of the quality of teaching was collected and used by ORSE in analyzing the status and the role of economic studies.</p> <p>Currently the system of evaluating the quality of teaching is being modified; it is expected to be simplified.</p> <p>The system of evaluating the quality of teaching has been functioning internally for 4 terms. The basic problem is low student involvement and lack of their active participation in the new systemic solutions, which poses a serious threat on the effectiveness and reliability of the new solutions implemented. Low contribution from students into the process of teaching quality evaluation despite student continuous and firm emphasizing the necessity of similar evaluation as well as implementing serious measures towards the teachers whose receive low assessment (publishing all assessment results that all the teachers received, dismissing the members of staff who receive low assessment.) The attempts to increase student community involvement in the process (meetings, online notification, banners) of class evaluation process have not led to the result expected.</p> <p>In this connection recent amendments to the Regulation on Studies, obliging students to participate in class evaluation seem to be a good solution.</p>
BWS	<p>The quality of teaching within the module is evaluated with the help of 3 main tools: students' evaluative forms (2 types are applied – one format for language classes, and the other one for all other classes), hospitation and examination marks received by students. Students' evaluation and examination marks are the main tools. In case of negative student evaluation of classes or the number of dissatisfactory grades exceeds e.g. 30%, the hospitation is conducted. Students can also make their remarks directly. In each group there is a leader, whose responsibilities include reporting any problems. At the same time due to the small size of student community, each student individually can get approach student government, whose objective is to resolve a particular problem. Students frequently report their remarks to the Career Office, which is not involved in the educational process; therefore students perceive it as an objective entity in resolving disputable issues. Teaching staff are also interested in the results of their performance evaluation, as this information enables them to improve their teaching skills. In case of repetitive negative performance evaluation results the employment agreement with a particular teacher is terminated.</p>
TUL	<p>At TUL there are two mechanisms in operation which serve to generate feedback regarding academic staff performance. The system of hospitations is in place, as described in point 3, and survey-based assessment provided by students and based on their attitudes towards the classes in which they participated. The study is performed twice a year and covers as minimum 20% out of all the classes. The results of the survey are presented to the teachers involved, to the heads of units where a teacher is employed, to deans and to the</p>

	<p>vice-rector for educational issues. A new tool has recently been developed at TUL in a form of a questionnaire. Negative results of the study mentioned above are discussed by the teacher in question with the dean, with the presence of the head of the unit where the teacher works. In case the class receives a negative evaluation again, the dean expresses a motion to the head of the unit to suspend the teacher from having classes. The study result on students' attitude as well as the results of hospitation are taken into consideration during periodical teacher's performance assessment; they are also used during a competition to win the title of the best teacher of the year.</p>
Synthesis	<p>In all the HEIs teaching staff performance assessment is conducted on regular basis – as required by law. One of the evaluation components is the quality of educational activities. The quality is evaluated, among others, by students, in a form of a survey designed and administered by HEIs (again, as required by law). The evaluation results are conveyed to teachers and their supervisors, in some instances they influence the decision concerning a teacher's employment, although this is not a common practice. Other evaluation methods are applied upon a HEI's decision.</p>
Barriers	<p>Lack of student involvement in the survey – low number of forms filled in.</p>
Good practices	<p>It is a common conviction that the surveys are well designed and useful to teachers.</p>

QUESTION 5:

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

Note: good to trace, especially according to your national background:

- How is the assessment of teaching performance used for motivation systems?
- Are there at the HEI any financial and non-financial motivation tools dedicated to the teaching activities?

AMU	<p>The motivation system is not very effective. There are no motivational bonuses for good teachers – annual Rector's awards are granted. There has been a significant increase observed of the pool of educational bonuses, e.g. high bonuses have been granted to the individuals involved in NQF development. Unfortunately, it is impossible to reduce the work load of teaching hours for poor teachers (the minimum workload has to be observed!) and delegate them to research activities, in which they excel. The reverse movement is not allowed, either. In general, the provisions of law seem to confirm the dominating role of a "stick" over a "carrot".</p>
WSE	<p>The HEI motivates their teaching staff to formally develop their skills by:</p> <ul style="list-style-type: none"> • clearly specifying the time framework of obtaining the scientific degree of a doctor / doctor habilitated. • administering employee performance review • granting special Rector's and Dean's awards for outstanding research and teaching achievements

	<ul style="list-style-type: none"> • other methods of recognition of an employees work include: granting honorary titles, diplomas renewal, granting distinctions and awards, as laid down in Articles 8-10 of WSE statutes. • publishing the list of “Top10” best teachers with the highest assessment results, based on valid evaluation of the quality of teaching within the HEI, accompanied by financial bonus for the academic staff awarded. <p>The results of teaching activities assessment are published in the internal WSE network at the end of each term. They are available to the related academic staff, heads of chairs and deans of colleges.</p> <p>Based on the valid assessment of the quality of educational activities within the HEI, ORSE still publishes the “Top 10” list (of teachers with the highest assessment results). The teachers from this list are also granted some financial bonuses. In addition to this, the Rector and the Deans of the colleges can grant annually awards for achievements in teaching to individual academic teachers.</p>
BWS	<p>A formal system Has not been designed, however, the best teachers are granted letters of recognition for their achievements. At the same time well-conducted teaching activities constitute one of the conditions of promotion. During the process of developing a motivation system financial and non-financial motivators will be implemented in this area.</p>
TUL	<p>In point 3 of the micro case the methods of motivating academic staff to further develop their competences, including the teaching-related ones, were explained. In general, at TUL penalisation has been applied in view of the absence of the system of rewards, in particular financial ones. The competition for the title of the best teacher of the year (mentioned above) can serve as an exception,</p> <p>The HEI indirectly motivates academic teachers to develop teaching competences by funding their participation in conferences devoted to educational process, or through organising similar events. Apart from this, another mechanism aimed at raising competencies can be mentioned as possibly motivating teachers; Wicamp system has been implemented recently, which may support the teaching process by means of offering a supplementary method of remote communication with an academic teacher, where e-learning platform has been applied. The HEI has not developed the policy defining the objectives and conditions of using the Wicamp system, which results in weak interest among teachers in using this system, for a number of reasons. There is also another e-learning communication system – Black Board; however teachers’ feedback regarding this construction is rather negative. The overall evaluation of the two systems, which was formulated during the meeting with a surveyor tends to support the view that systems can support an academic teacher, motivate them to develop their teaching skills, however, at present their implementation stage has still not been fully completed; also, the teachers have not reflected on them too much yet.</p> <p>A specific case of the HEI’s activities motivating teachers to develop their teaching competences is the attitude towards teaching staff. By introducing the obligatory work load amounting to 360 teaching hours the HEI virtually blocks their staff further scientific career development and indirectly inhibits their teaching competences. Similar situation is observed, in particular, in case of teaching basic scientific disciplines such as mathematics or physics, where insufficient funding of research, conferences or seminars by the HEI is particularly visible.</p>
Synthesis	<p>In most cases there are no systemic solutions developed, with special emphasis made on lack of instruments of financial motivation. Certain initiatives of individual HEIs can be highly inspiring.</p>

Barriers	Lack of motivation systems focused on teaching.
Good practices	The list of TOP 10 at WSE.

QUESTION 6:

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

- What is the opinion of the teaching staff concerning the relationship between their understanding of “being a good teacher” and the ESG characteristics of it.

AMU	<p>Main features:</p> <p>Sharing knowledge with students in order to enrich, not destroy their world. The ability to spread enthusiastic attitude towards acquiring knowledge and skills in a particular discipline, the ability to explain complex phenomena in a simple way.</p> <ul style="list-style-type: none"> • One should like young people, be passionate about teaching – they should not order, but support, encourage to work, link students’ interests with studying, open their eyes to the existing interesting issues to be addressed in their disciplines • Continuous development – developing knowledge and teaching skills • Openness to students’ needs / being available, friendly, showing respect, positive attitude towards disabilities • Honesty, good behavior patterns, including fair evaluation and giving grades; • Noticing differences among students, ability to work with the weakest ones – finding and discovering individual values in a diversified group of students • Consistent requirements <p>The most serious threats for good teachers:</p> <ul style="list-style-type: none"> • Routine and habitual teaching, • Large groups , no possibility to recognise students <p>Best practice:</p> <ul style="list-style-type: none"> • Individualised contact, bringing back “master – student” relationship building the “master – student” type of relationship • Time dedicate for students <p>The QA standards are not compatible with the expectations listed; however, they can be treated as “food for thought” possibly leading to some future results. The principles seem to be too formal, possibly they overlook an important issue – the spirit of belonging to some community. On the other hand, we require validation, which stimulates thinking about the quality of teaching; it also reinforces student autonomy, with time perhaps students will contribute more to the activities aimed at developing QA.</p>
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