



**E-NOTE**  
European Network On Teaching Excellence

## **FINAL CONFERENCE**

**Higher Education Teaching Excellence  
and the future of the European Education Area**

# Welcome remarks

*Emmanuelle Gardan (Coimbra Group)*

[Link](#)

## Overview of the Main Aims, Objectives and Activities of the E-NOTE Project

*Joachim Koops (E-NOTE)*



**E-NOTE**  
European Network On Teaching Excellence

# Teaching Excellence Across Europe

## Overview of Project and Insights from a Comprehensive Mapping Exercise

**Professor Joachim Koops**

Scientific Coordinator, European Network on Teaching Excellence (E-NOTE)  
Director of the Institute of Security and Global Affairs, Leiden University

# Why is “Teaching Excellence” important?

- **Increasing competition and challenges** in the European and Global Knowledge Economy **requires motivated and well-prepared graduates**
- **Brain Drain** at National and European Levels
- Ambition of a **European Higher Education Area** – yet no common approach to understanding, training and implementation of “Teaching Excellence” at European level
- Over-emphasis on research, yet **without “inspirational teaching”, solid knowledge transfer and excellent doctoral supervision**, the next generation of knowledge workers will not translate research excellence in further break-throughs in research and the economy
- Importance of **life-long “learning to learn” and critical thinking for societal, democratic resilience**



# European and Contexts

- **European Commission's and member states' ambition of "Improving quality and equity in education and training"** ("All citizens in the EU have the right to high-quality and inclusive education, training and lifelong learning) in context of European Education Area (EEA) to be achieved by 2025
- **Ad hoc discussions on European approaches to quality assurance**
- **"European University Alliances" and next phase of transnational cooperation and institutionalization (e.g., legal bases of European degree...etc.). Ambitions explicitly focusing on "Excellence" and the "transformation of higher education"**

# European and Contexts

*“...the ambitious vision of an innovative, globally competitive and attractive European Education Area and European Research Area, in full synergy with the European Higher Education Area, **by helping to boost the excellence dimension of higher education**, research and innovation, while promoting gender equality, inclusiveness, and equity, allowing for seamless **and ambitious transnational cooperation between higher education institutions in Europe**, and inspiring the transformation of higher education”.*

Council Conclusions, May 2021

# National Contexts

- “Front-runners” of formalization of teaching qualifications (UK, Netherlands, Denmark), but now also new dynamic push by newer EU members
- **Czech Ministry of Education, Youth and Sports’ “Strategic Plan for the Period from 2021”** (released in 2020) notable focus on quality and excellence in higher education teaching and doctoral supervision and that too much focus had previously been placed on research excellence (p.19)
- The plan calls for **minimum standards of teaching** and a **pilot teaching training scheme** and **potential national teaching certificate** (p.19)

# European or National Certificate of Teaching Excellence?

- **Across Europe, there are still vast differences in approaches**
- Some national education systems, such as in The Netherlands or Denmark **have already national schemes for higher education training**
- E.g., in **The Netherlands, every lecturer must take the Basic Teaching Qualification scheme (BKO) within two years of appointment** – without this no permanent contracts are offered



# European or National Certificate of Teaching Excellence?

- In other regions of Europe, **no such minimum requirements exist** – let alone aspirations to collectively go beyond “minimum requirements” and strive for joint ‘excellence’ or high quality teaching
- Some extensive investments at national level (e.g., Norway, The Netherlands, UK) but synergy effects at European level needed – (again, particularly **in context of European University Alliances initiatives**)
- **Glaring absence of trainings for PhD Supervisors**

# European Network on Teaching Excellence

An EU-funded 3-year pilot project bringing together:

- **4 Universities**

- Charles, Coimbra, Copenhagen, Leiden

- **A university association of 41 European Universities**

- Coimbra Group

- **An education think tank in Brussels**

- **The European Centre for Global Education, Global Governance Institute**

- **An Advisory Board of 12 leading experts on Higher Education Excellence**

# OVERARCHING OBJECTIVES OF E-NOTE

**Research, tools, best practices and pilot trainings** for common approaches in order to lay the foundations **for a truly European approach** to the **training, institutionalisation, management and reward** of

**minimum standards of teaching excellence in European universities**

**In the field of BA and MA Teaching and Doctoral Supervision**

Reflection on Teaching Excellence in **Online and Offline Contexts**, including **Post-Covid Implications**

## OVERARCHING OBJECTIVES OF E-NOTE

“The overarching objective of the European Network on Teaching Excellence (E-note) is to contribute to more **transparency, coherence and convergence in the field of the training, promotion and reward of higher education teaching skills**

by developing

a **BLUEPRINT** for a common European higher education teaching qualification scheme, including

a **comprehensive European and Global mapping exercise,**  
**best practice guide,**

elements of a **common training curriculum,**

a **self-assessment tool** as well as **evaluation guidelines...**”

## **7 Intellectual Outputs**

- (1) Mapping**
- (3) Identify Best Practices**
- (2) Common Curriculum**
- (4) Implementation and Evaluation of Pilot**
- (5) Blueprint and OSAT**
- (6) Joint Training/Webinar**
- (7) Handbook**

## **6 Multiplier Events**

- (1) Academic Panel EERA**
- (2) UACES Roundtable**
- (3) Public Launch of Portal**
- (4) PL of Blueprint and OSAT**
- (5) Blueprint and OSAT**
- (6) Dissemination Conference  
Brussels**

## **4 Learning, Teaching and Training Activities**

- (1) 1<sup>st</sup> TE Training Academic Staff**
- (2) 1<sup>st</sup> TE Training Doctoral Supervision**
- (3) 2<sup>nd</sup> TE Training Academic Staff**
- (4) 2<sup>nd</sup> TE Training Doctoral Supervision**

**Aim to bring together interested HE teachers, administrators, Higher education managers, students, Doctoral supervisors and Policymakers in formal and informal ways to collectively advance Understanding and implementation of Teaching Excellence**

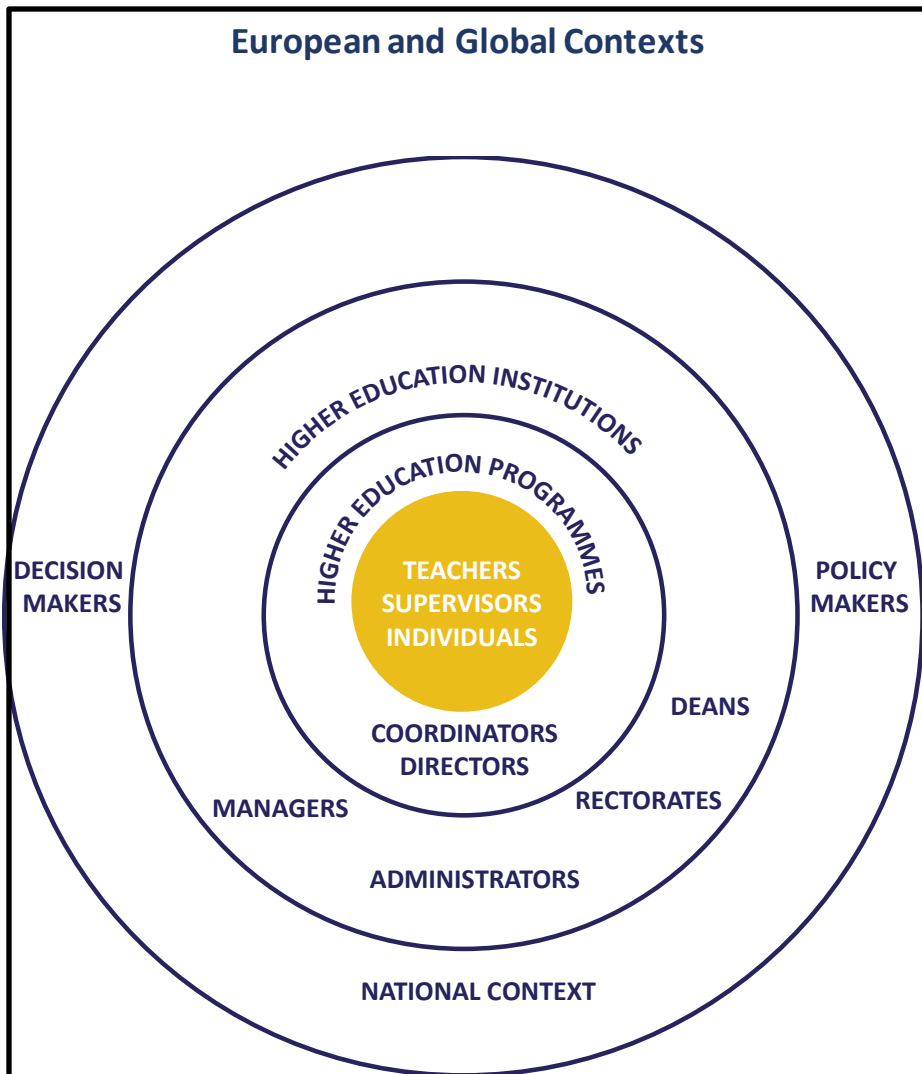


## Results

- **Comprehensive Mapping Report** on Defining, Measuring, Promoting and Rewarding “Teaching Excellence” across Europe, based on desk research, surveys and focus group exchanges
- **Four Pilot Test Trainings** (Teaching excellence at BA and MA level and Doctoral Supervision Excellence) with more than 170 applicants from across Europe and beyond for each training (40-45 selected and trained)
- **Best Practice Guide**
- **Draft Curriculum** for a European Certificate of Teaching Excellence
- Report on **Implementation of Common European Training (and reward) scheme** – and the core barriers
- **University Self-Assessment Tool** and European Survey on Teaching Excellence and Training Needs
- **MOOCs and Final Overview Handbook**



# What is Teaching Excellence ?

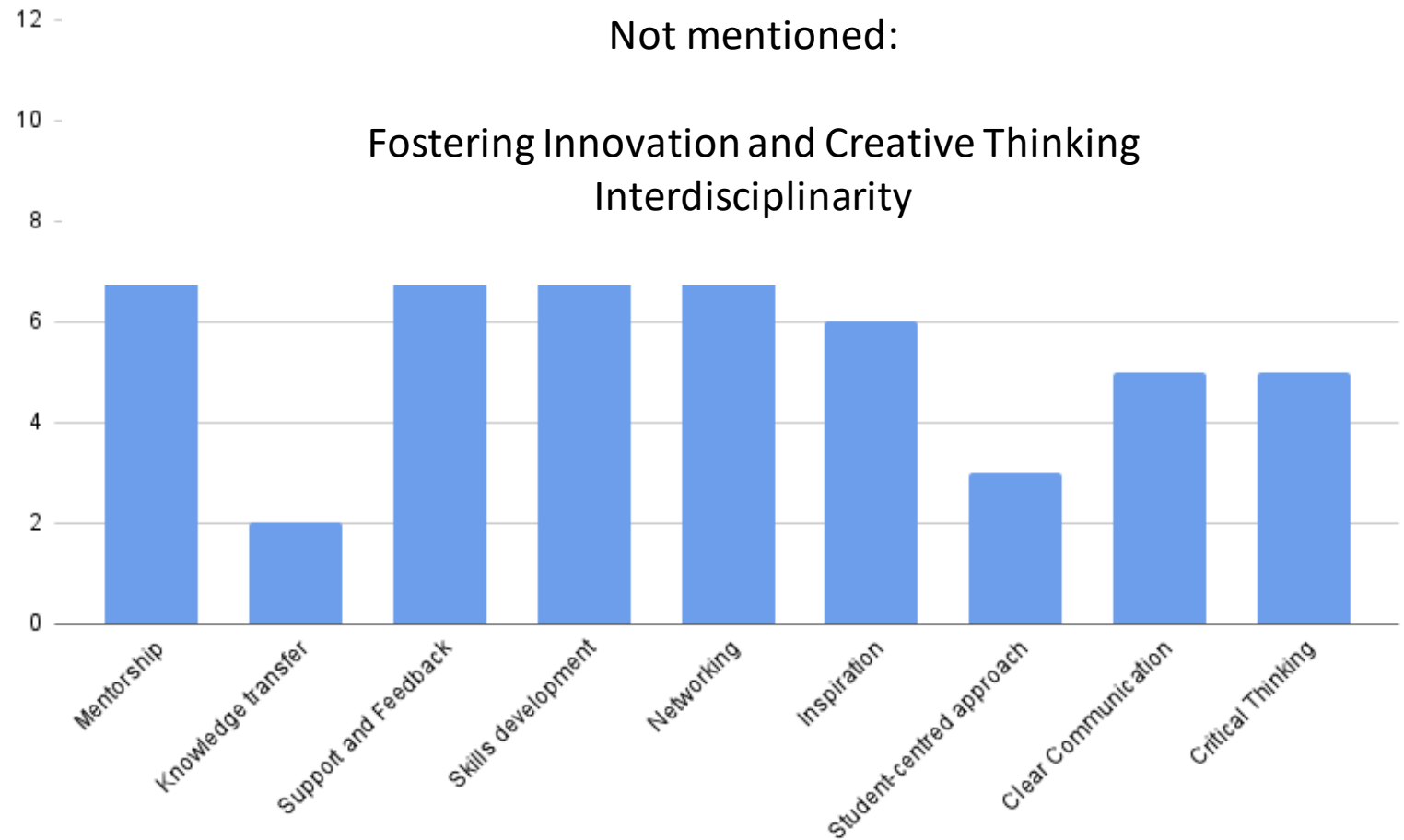


Source: E-NOTE Best Practice Report

## Comprehensive Focus Group Reflection (57)

Not mentioned:

Fostering Innovation and Creative Thinking  
Interdisciplinarity



# Success Factors in 1927

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

See Frederick S. Breed (1927) “Factors contributing to success in College Teaching” at the University of Chicago

# University of Copenhagen – Pedagogical Competence Profile

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

# University of Leiden – Basic Teaching Qualification Categories

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



# Teaching Excellence Beyond the Individual

## The Dutch Sirius Initiative (2008 - 2016)

- A **university's clear Vision on Excellence** that is supported, advanced and communicated at the level of the organisation and implemented and supported by the education programme, teachers and students. This also requires clarity on what the organisation understand under 'excellence' and how it should be reached – with a vision on what students and lecturers need to 'optimize' this vision and implementation of excellence
- A **"Culture and Community-Formation"** where a climate of excellence is constantly advanced and created, co-owned collectively by students and lecturers. This also requires constant exchanges between students and lecturers not only within the honours programme, but also across the entire facult(ies). In addition, a "physical space" should be created where students and teachers of the honours programme can meet (e.g., a learning and innovation lab...etc).
- **Added Value and Relations with the Labour Market** – where it is crucial to constantly highlight the added value of "the promotion of excellence", reflecting on the achievements of students and what the lecturers themselves are learning. This should also become clear through concrete added value for students in relation to the labour market and requires the clear highlighting of what precisely the added value of excellence is.

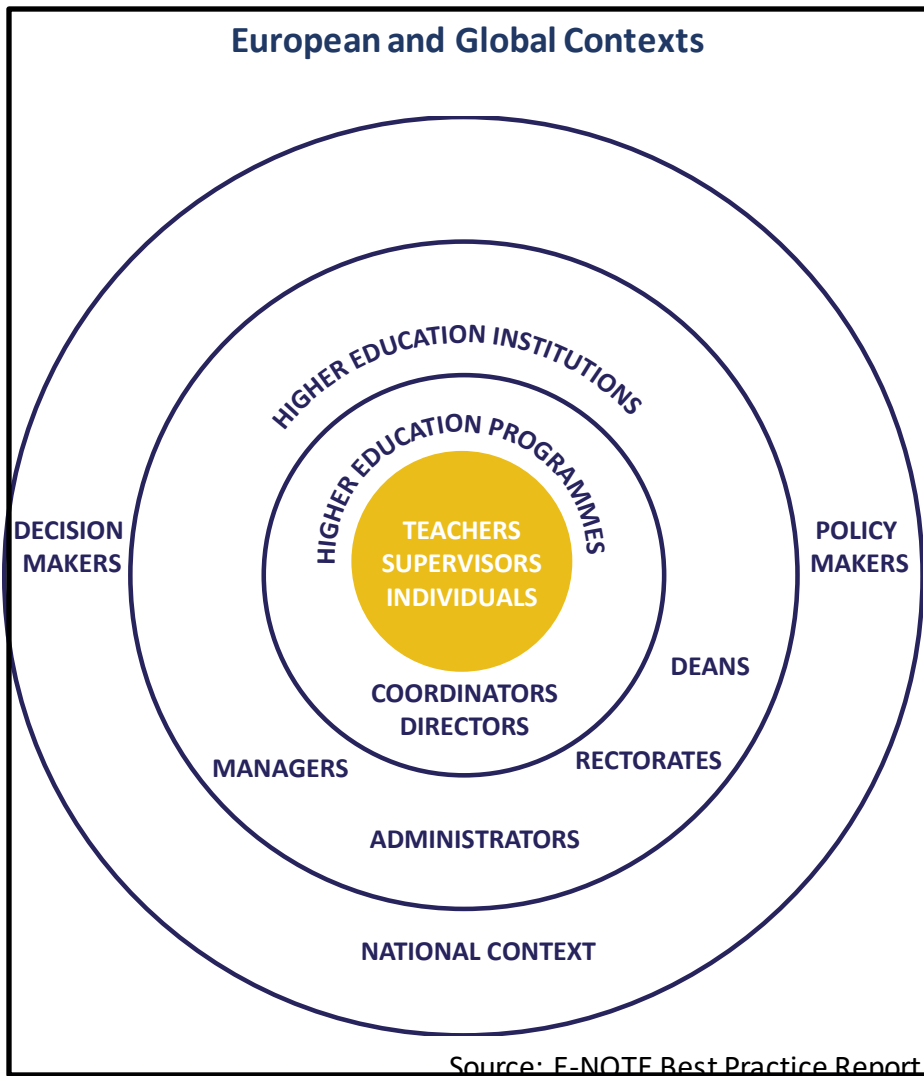
# Teaching Excellence Beyond the Individual

- **Chains and Networks** – Learning from each other in networks and through clear learning lines and threads across the courses. Learning from successes and challenges
- **Excellent Lecturers**- “excellent students require excellent lecturers”, it is important that lecturers are intimately involved in the governance and policies of excellence programmes and it is necessary to maintain attention and a strong emphasis on the professionalisation of teaching staff. Crucially, this requires that lecturers are also given dedicated time and specific hours to professionalise, to create new activities and to experiment with new forms of teaching.
- **Organization and Governance** – a strong anchoring within the organisation is of great importance for the success of education innovation. At every significant level of the organisation there should be a ‘managerial owner’ of the excellence policy. This also means that the implementation and development should be measured and that the highest level of management of the university (i.e. the executive board) is the ultimate and ‘unmissable’ owner of the excellence programme.

## E-NOTE Definition of Teaching Excellence

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

# How to evaluate Teaching Excellence ?



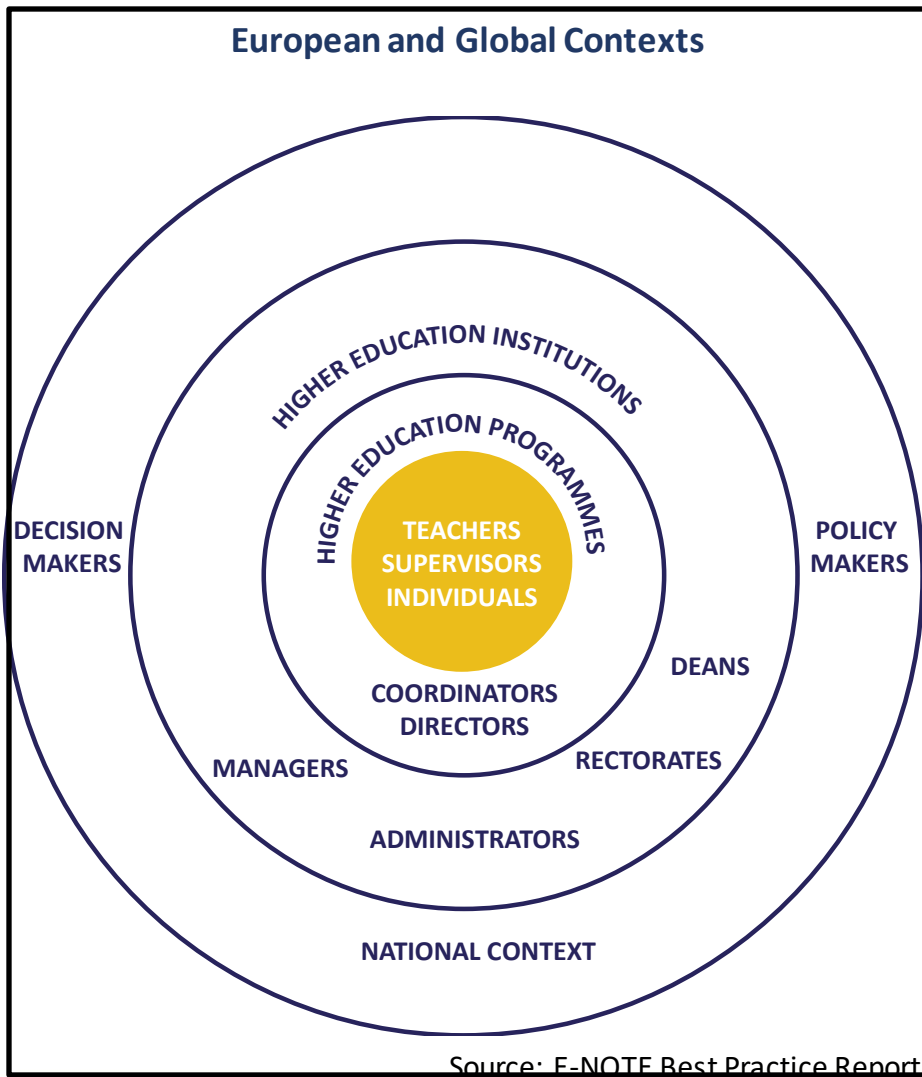
## Beyond simple metrics

- Move beyond standard tool of “Student Evaluations”
- UK Teaching Excellence Framework metrics and beyond (six metrics, including student satisfaction, completion rates, employment rates)
- Evaluations at all levels of teaching excellence circles (from individual to institution and national/European context)
- Focus groups and Peer-reviews
- Continuous training with peers at European level ensures continuous feedback
- Longitudinal Alumni surveys and feedback
- Regular focus group feedback from employers
- Periodic standardized testing (at begin of studies and end of studies)
- Number and quality of promotion and reward schemes (head count of promotions to professorial level based on teaching excellence)



# How to promote Teaching Excellence ?

## Multi-level Promotion of Teaching Excellence



- Apply best practices from across Europe and beyond
- Ensure the availability of **initial and continuous** training opportunities
- Ensure adequate reward and promotion culture commensurate to research careers (e.g., possibility to be promoted to Professor based on teaching excellence)
- Create performance-based rewards and incentives
- Encourage formation of “community of practice” at own institution (e.g., Centres of Teaching Excellence, Teaching Academies, Sustainable communities based on awards) and national, European, global networks
- Allocate enough research time during semester and in forms of teaching sabbaticals to reflect and train on new teaching competences
- Funding for bottom up approaches together with students to push frontiers together (e.g. Honours Classes)



# European Approaches: Narrowing the Gaps

- The Gap between education systems that have a long tradition of formalization of teaching quality and training (such as Denmark, The Netherlands and UK) and those that are flexible (Czechia, Portugal) is narrowing
- Czechia introduced wide-ranging national debate on teaching excellence at BA, MA and PhD level
- Role of European University Alliances

# European Approaches

- Teaching Excellence **increasingly central** for knowledge advances, economy and societal factors
- **A vast and rich history** in Europe of a variety of approaches, funding and initiatives
- Build on best practices and develop a European approach – first to minimum standards and then towards the ambition of excellence
- **Foster true interdisciplinarity of insights** into teaching excellence
- **Keep national and institutional variations, contexts, constraints in mind** and build a smart community of learning and practice of excellence across Europe
- **Develop synergies** that aid both national strategies and the European Education Area

# European Approaches

- Focus on both in-situ and digital learning
- Focus on both BA/MA teaching as well as excellence in PhD supervision (notable Marie Curie Guidelines on Supervision as starting point)
- Avoid lengthy discussions on compulsory vs. voluntary nature of certificate – start with coalitions of the willing and learn from other examples, e.g. BKO (Flemish university's associating=
- Follow a comprehensive approach with teaching excellence support at levels beyond the individual teacher
- Take advantage of parallel European developments to place training, rewarding, evaluating and promoting teaching excellence at centre of these initiatives.

**Thank you for your attention!  
Looking forward to the discussion....**

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**European Network on Teaching Excellence**  
**[www.teachingexcellence.eu](http://www.teachingexcellence.eu)**

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# Teaching Excellence Across Europe

## Best Practices

**Paula Duarte Lopes**

University of Coimbra, Faculty of Economics, Centre for Social Studies



## Best Practices

### Key main points

#### Essential schemes

But not in isolation  
from the broader  
context

1

#### Not directly replicable

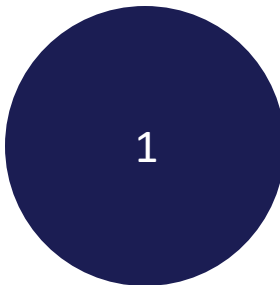
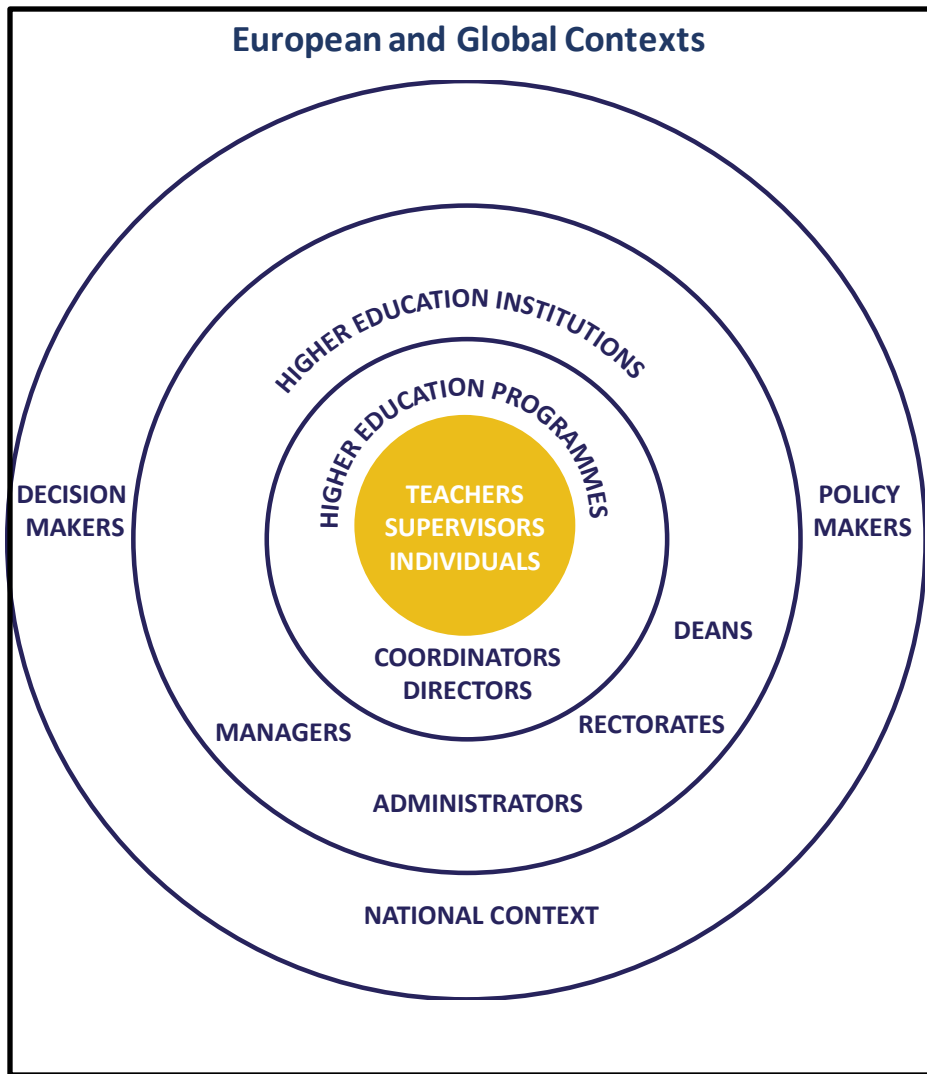
Rather flexible and  
adjustable

2

#### Efforts developed

But least attention to  
doctoral supervision

3



## 1 EDUCATIONAL CONTEXT

no one size fits all

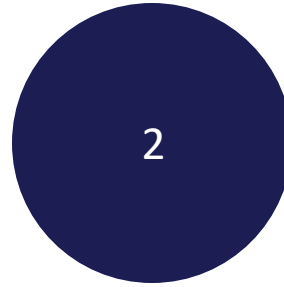
flexibility

**innovative**

**different**

**adjustable**

**sustainable effect**



**BEST PRACTICES**

**Focus: to improve learning outcomes**

**INSPIRING for generating initiatives elsewhere**

*Student-centered  
practices and  
processes*

Dimensions	Best Practice Guidelines
1. Best practices of teaching and doctoral supervision evaluation	1 – Accreditation Institutions
	2 – Teaching assessment
2. Best practices of rewarding schemes	3 – Inclusion in career promotion schemes
	4 – Awards/Prizes - Teaching
	4 – Awards/Prizes - Doctoral Supervision
	5 – Teaching Academies and other funding schemes
3. Best Practices of qualifying schemes	6 – Qualifying schemes
	7 – Training
	8 – Building communities of practice

# Teaching and doctoral supervision evaluation

regular

predictable

clear rules and criteria

Best Practice Guideline	Level	Best Practice examples
1 – Accreditation Institutions	National	#1 Denmark (DAI); #2 Portugal (A3ES)
	University	#1 Denmark, Copenhagen
2 – Teaching assessment	University	#1 Coimbra (survey)
	Faculty/Department	#1 Copenhagen (dialogue-based)

**PURPOSE:** *to improve learning outcomes and self-growth*



# Rewarding schemes

should exist

should be formalised in career promotion

3 – Career promotion	National	#1 The Netherlands (BKO); #2 Portugal (assessment); #3 Norway (merit system)
	University	#1 Copenhagen (portfolio); #2 Leiden (portfolio)
4 – Awards/Prizes: Teaching	International	#1 APSA; #2 International Higher Education Teaching Award
	National	#1 Czechia; #2 Denmark; #3 UK
	University	#1 Coimbra; #2 Graz; #3 Copenhagen; #4 Utrecht
	Faculty/Department	#1 FEUC (Coimbra)
4 – Awards/Prizes: Doctoral Supervision	National	#1 UK
	University	#1 Graz; #2 Southern University Denmark; #3 Durham
5 – Teaching Academies and other funding	National	#1 Norway
	University	#1 Leiden; #2 Lund

**PURPOSE:** *recognition and incentives*

# Qualifying schemes

small or big or  
in between

voluntary or  
compulsory

one time or life  
long learning

integrated at all levels  
for mutual recognition

6 – Qualifying schemes	National	#1 BKO Netherlands; #2 Denmark
	University/Faculty	#1 TLHEP Copenhagen
7 - Training	European	#1 Erasmus+ MODEST
	Faculty/Department	#1 IST Lisboa; #2 Durham
8 – Building communities of practice	University	#1 Utrecht (TAUU); #2 Coimbra (UC_DocênciaLABS)

**PURPOSE:** *development of teaching and supervising skills, with teaching-learning-researching excellence at the centre of the process*

## Closing remarks

COVID-19

Artificial Intelligence

**Thank you!**

Paula Duarte Lopes

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European Network on Teaching Excellence

([www.teachingexcellence.eu](http://www.teachingexcellence.eu))

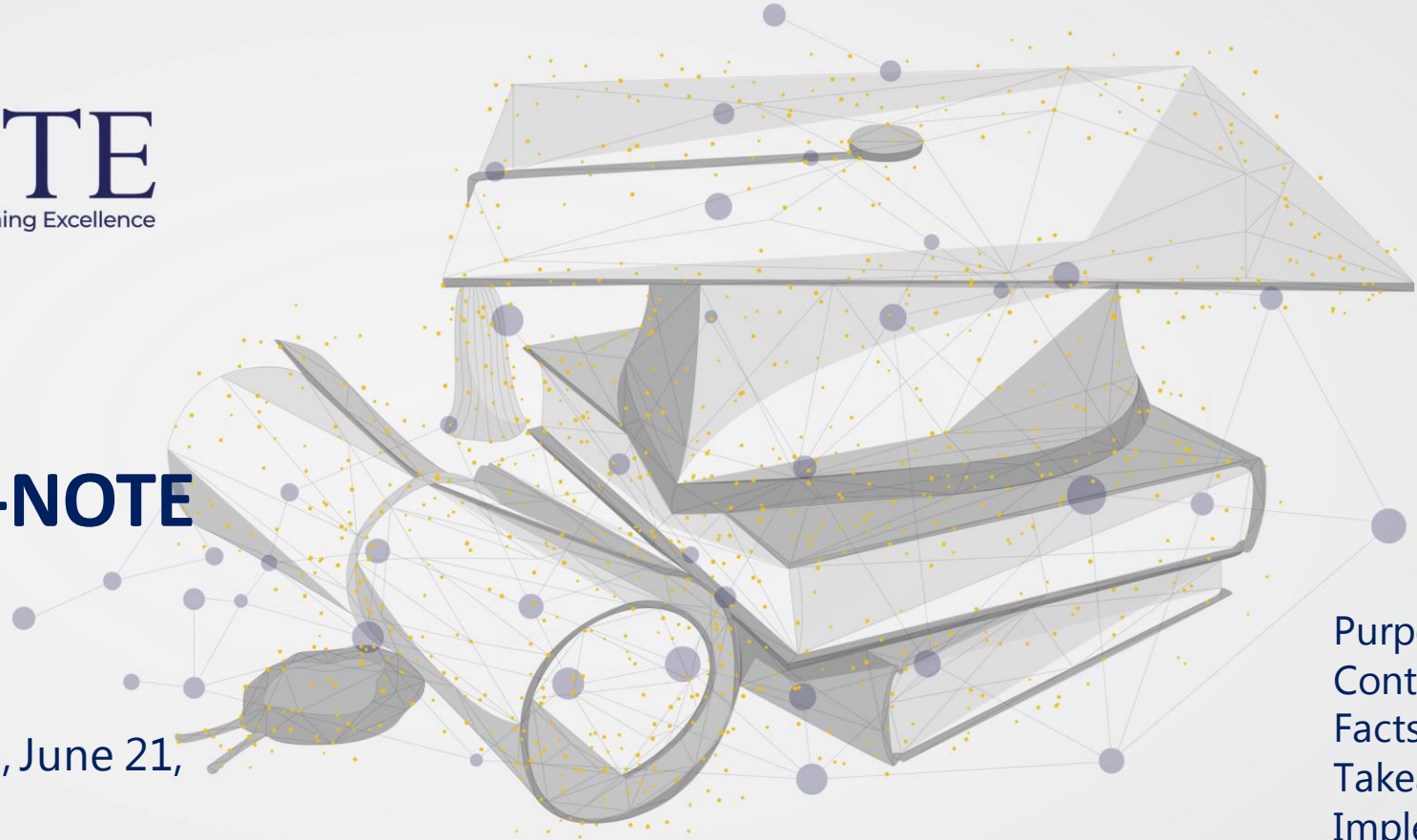


**E-NOTE**  
European Network On Teaching Excellence

# Results of the E-NOTE Pilot Trainings

E-NOTE's Final Conference, June 21,  
2023, Brussels

Hanne Nexø Jensen  
Department of Political Science



Purposes  
Content  
Facts  
Takeaways  
Implementation  

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Curriculum

# Four training weeks – purposes

- Showcase best practices of excellent teaching, (PhD) supervision and training in higher education
- Contribute curriculum development of training of teachers and (PhD) supervisors
- Provide hands-on experience for all participants through workshops
- Illustrate possible ways of implementing excellent training and ongoing development at individual, departmental, institutional, national and international levels



# Four training weeks – content

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

# Facts and figures

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

# Testimonial



Bartłomiej Wróblewski

# Takeaways

- Need for training of teachers and supervisors within academia around Europe
- Best practices do exist and work as an excellent tool for inspiration
- Dialogue about teaching and supervision is a key (cultural changes, community building)
- Individuals show up – institutions should follow up (implementation)
- Aims and strategies (support choice of activities)
- Resources are needed (time issue and input from outside vs. what can you do yourselves)
- Negotiate the balance between research and teaching (aim for Research-Teaching-Integration)
- No one size fits all (European Certificate for Teaching Excellence)
- Take one (small) step at a time (be patient)

# Implementation

- Loosely coupled system (Karl Weick term) challenges leadership, coordination and collaboration

- Top-down ↔ Bottom-up

- Actors at different levels

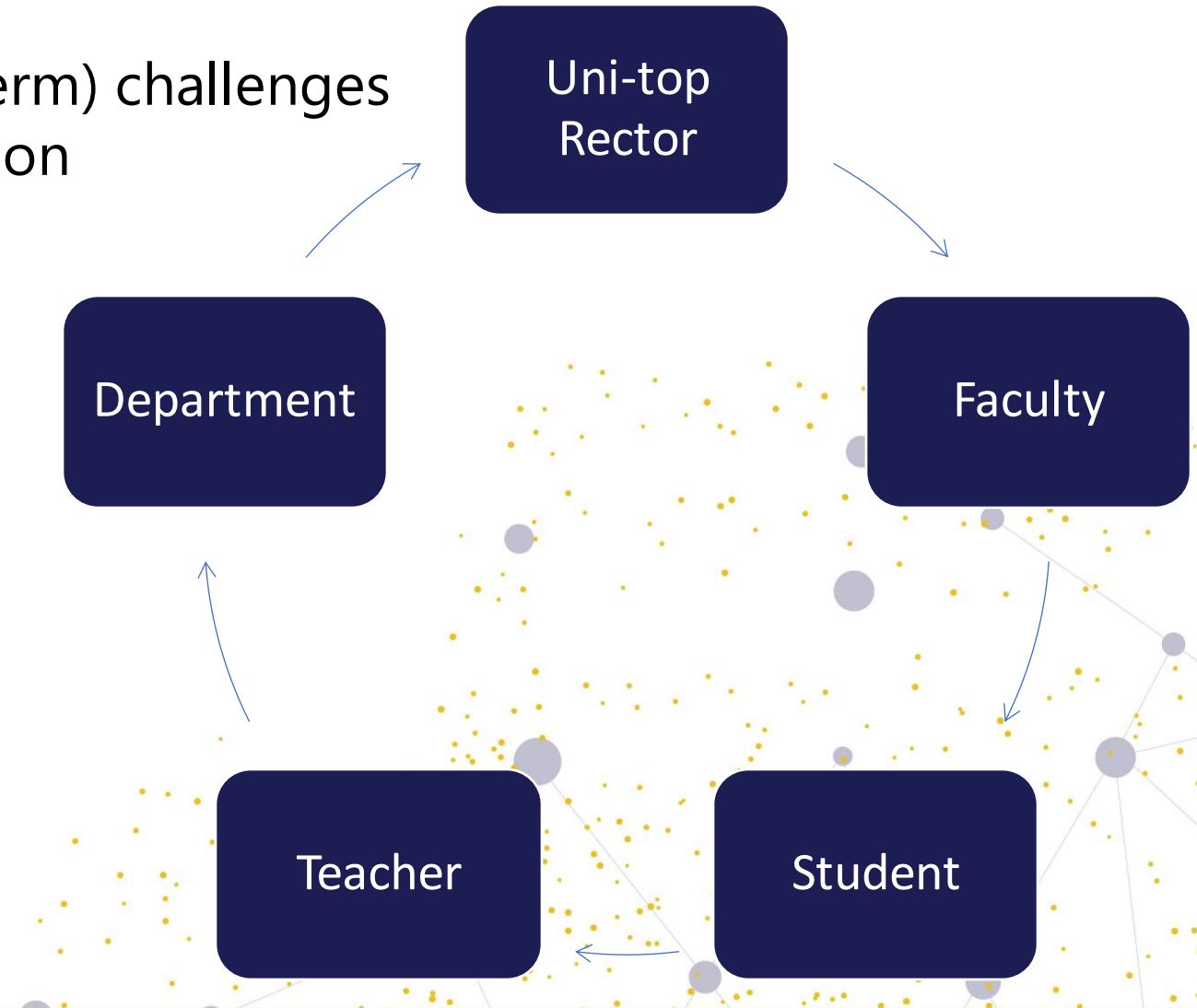
Individual teachers/supervisors

Groups of teachers/ supervisors

Educational developers/ units

Leadership

- The E-NOTE Common Curricula





# A common curriculum for higher education teaching training

- A guideline for the training of excellent teachers and supervisors
- The report suggests common standards
- Three main target groups
  - University teachers (including future teachers)
  - PhD supervisors (including prospective supervisors)
  - Programme managers and administrators (both levels)
- 22 syllabi focused on BA/MA studies and 14 on PhD supervision
- Structure:
  - Target group of the course and the learning outcomes
  - Reading list
  - Time allocation
  - Issues covered
  - Testing the knowledge

## BA / MA TEACHING AND MANAGEMENT TRAINING SYLLABI

- Curriculum Design
- Assessment and Feedback
- Technology and Education
- Teaching in Diverse Environments
- Supervising BA/MA Students
- Evaluating the Teaching Quality

## SUPERVISION AND PHD PROGRAMME TRAINING SYLLABI

- Role of the Supervisor
- Developing Excellence in doctoral Supervision: the institutional level
- Evaluating Supervisors

## Case study: Charles University

- quality of teaching has been one of the priorities of the new rector since 2022
- no clear guidance at the state or university levels
- two WG since 2023
  - on teaching competence profile, including a definition of teaching excellence and establishment of rector 's award for excellent teaching
  - on compulsory teacher training and establishment of T&L units
- e-NOTE staff participating in both WGs
- objectives
  - establishment of T&L units at all faculties from 2024
  - compulsory introductory training for all newly hired staff from 2026
  - system of internal accreditation for training courses
  - introduction of Charles University teaching competence profile in 2023
  - introduction rector 's award for excellent teaching in 2024



**E-NOTE**  
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**Advancing and Managing « Teaching Excellence »:  
a Self-Assessment Tool and Blueprint**

# OVERVIEW

1. Ambitions
2. Research Design
3. Data
4. Self-assessment Tool 1.0 (available)
5. Self-Assessment Tool 2.0 (in development)
6. Sustainability



# AMBITIONS

- to build a free companion tool for teaching staff/academic managers
- to use the available expertise acquired through IOs 1–4 and supplement it with new data
- provide a manner in which a quick self-test can identify gaps (and help close them)
- give quick insights into how they compare to a large (and growing pool of data) n=413
- to move (in the second phase) from assessment to guided support (blueprinting)
- sustainability ambitions: keep supporting teaching staff/managers beyond the project's initial lifecycle

# RESEARCH DESIGN (1)

- we developed 3 Likert scale surveys (for teaching staff, managers, PhD supervisors)
- 12 questions (most 1-5 Likert, 3 ranking questions, plus 1 multiple choice question)
- no open-end questions, metric data
- emailed to targeted audience (over 1500 emails sent to institutions across Europe)
- n=413 surveys; high completion rate ( $\pm 80\%$ );
- geographic distribution: 25 EU countries, plus EEA/UK/CH
- data collected between October and December 2022

# RESEARCH DESIGN (2): SAMPLE SURVEY QUESTIONS

- My institution prioritizes “teaching excellence” in its strategic documents or discussions and communicates frequently about it (1-5)
- I have a clear understanding of what “Teaching Excellence” is and entails (1-5)
- Teaching Excellence means to me ( ranking in order of priority)
- I am familiar with teaching practices that promote “excellence” and I have applied some in my own teaching (1-5)
- In my opinion the most important qualities of an excellent teacher are (ranking in order of priority)
- In my opinion the conditions that contribute most significantly to teaching excellence are (ranking in order of priority)
- My teaching has been -at least once- evaluated through the following tools (multiple choice question)
- Excellent teaching is important for promotion at my institution (1-5)
- There are sufficient awards and recognition schemes for excellent teaching at my institution (1-5)
- My institution offers a sufficient number of trainings for improving my teaching (1-5)
- I have attended training courses on teaching skills (1-5)

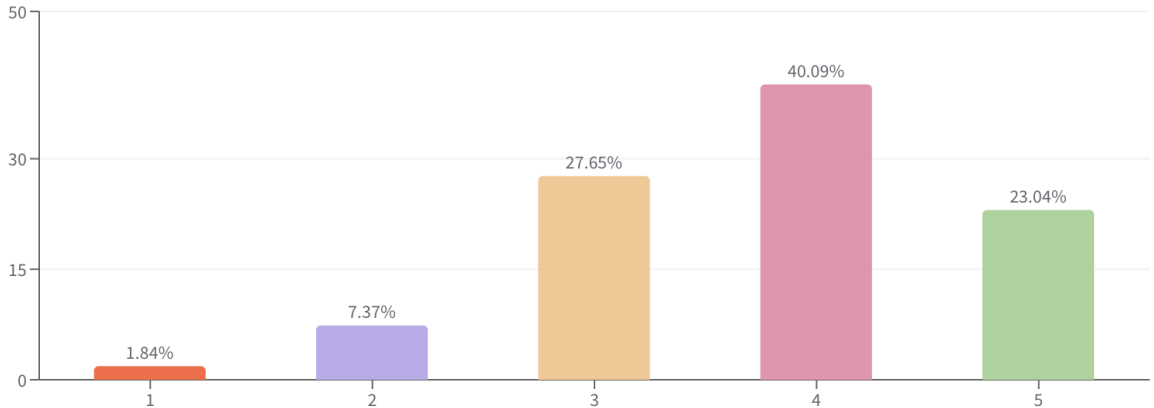
# DATA FINDINGS (SELECTION SURVEY A)

**QUESTION 02** | OPINION SCALE

My institution prioritizes teaching excellence in its strategic documents or discussions and communicates frequently about it

(Frequency: 1 Never 2 Rarely 3 Occasionally 4 Frequently 5 All the time)

Answered: **217** Skipped: **0**



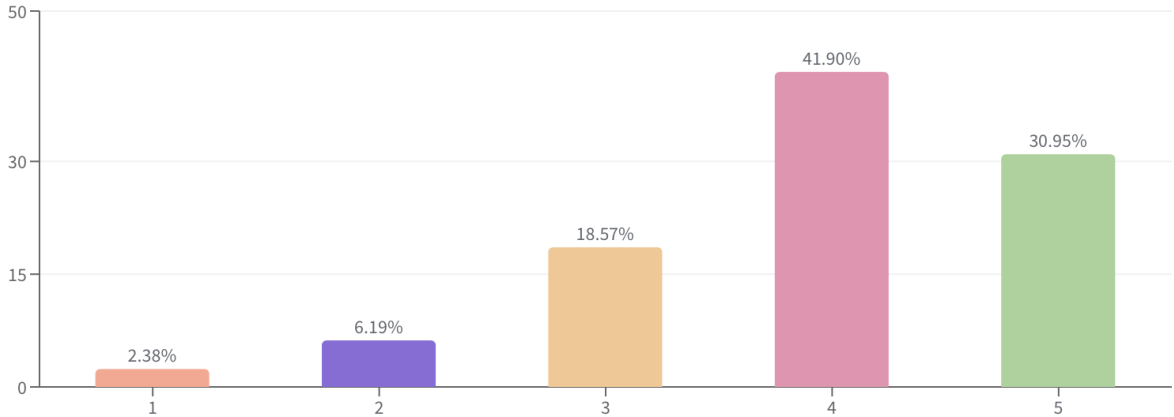
# DATA FINDINGS (SELECTION)

QUESTION 03 | OPINION SCALE

I have a clear understanding of what teaching excellence is and entails

(Agreement: 1 Strongly Disagree 2 Disagree 3 Undecided 4 Agree 5 Strongly Agree)

Answered: 210 Skipped: 0





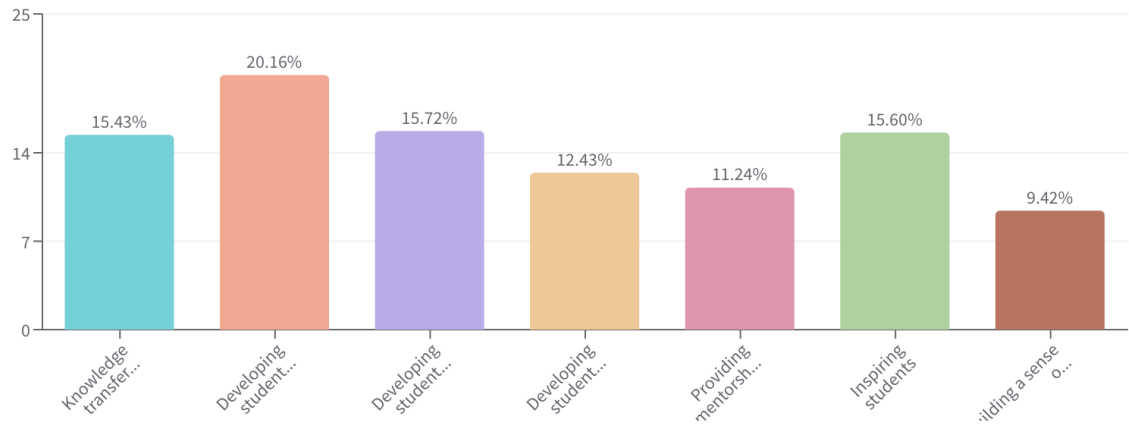
# DATA FINDINGS (SELECTION)

QUESTION 04 | RANK ORDER

To me, teaching excellence means:

(Rank in order of priority)

Answered: 194 Skipped: 0



ANSWER CHOICES	AVERAGE	RESPONSE PERCENTAGE
Developing students` critical thinking	156.45	20.16 %
Developing students` lifelong learning skills	122.01	15.72 %
Inspiring students	121.09	15.60 %
Knowledge transfer (i.e., students mastering the subject)	119.70	15.43 %
Developing students` relevant skills for the labour market	96.43	12.43 %
Providing mentorship to students	87.23	11.24 %
Building a sense of belonging and community	73.09	9.42 %

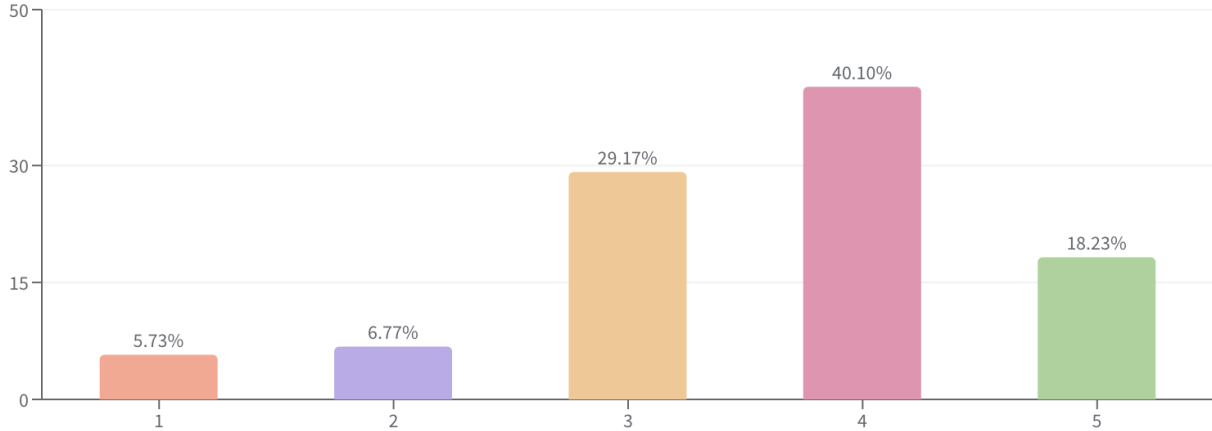
# DATA FINDINGS (SELECTION)

**QUESTION 05** | OPINION SCALE

I am familiar with teaching practices that promote “excellence” and I have applied some in my own teaching

(Familiarity: 1 Not at all familiar 2 Slightly familiar 3 Moderately familiar 4 Very familiar 5 Extremely familiar)

Answered: **192** Skipped: **0**



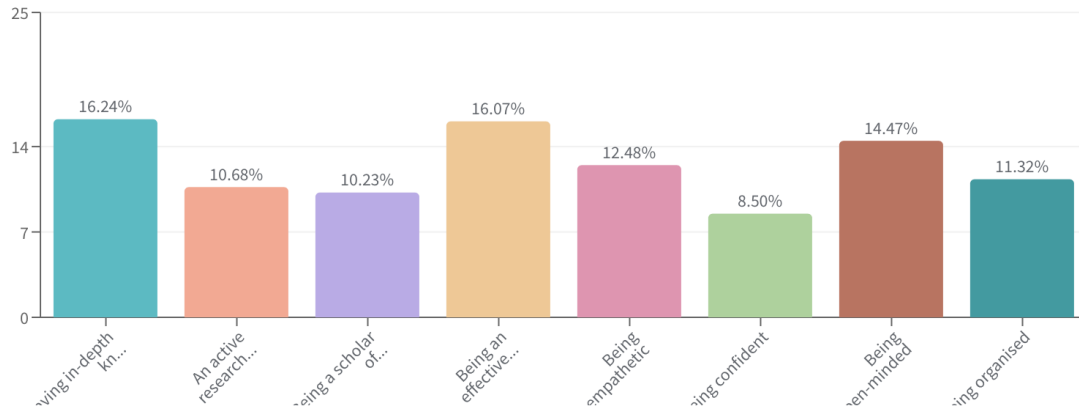
# DATA FINDINGS (SELECTION)

QUESTION 06 | RANK ORDER

In my opinion the most important qualities of an excellent teacher are:

(Rank in order of priority)

Answered: **187** Skipped: **0**



ANSWER CHOICES	AVERAGE	RESPONSE PERCENTAGE
Having in-depth knowledge of the subject	137.29	16.24 %
An active research profile on the subject taught	90.27	10.68 %
Being a scholar of teaching and learning	86.48	10.23 %
Being an effective communicator	135.82	16.07 %
Being empathetic	105.49	12.48 %
Being confident	71.85	8.50 %
Being open-minded	122.34	14.47 %
Being organised	95.70	11.32 %

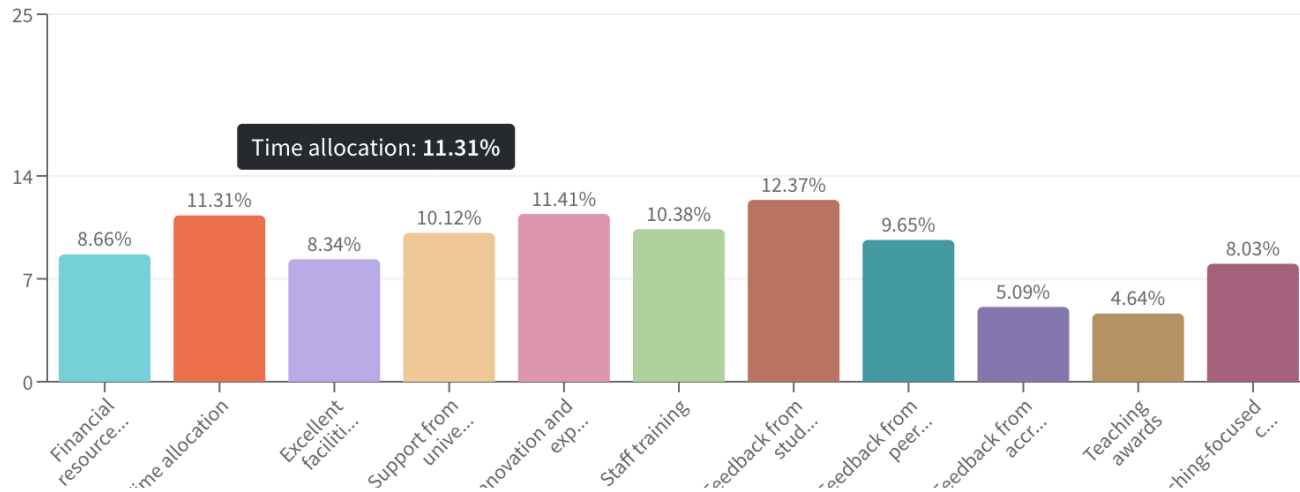
# DATA FINDINGS (SELECTION)

## QUESTION 07 | RANK ORDER

In my opinion the conditions that contribute most significantly to teaching excellence are:

(Rank in order of priority)

Answered: **180** Skipped: **0**



ANSWER CHOICES ON NEXT SLIDE

# DATA FINDINGS (SELECTION)

ANSWER CHOICES ↕	AVERAGE ↕	RESPONSE PERCENTAGE ↕
Financial resources	93.56	8.66 %
Time allocation	122.18	11.31 %
Excellent facilities	90.03	8.34 %
Support from university management	109.34	10.12 %
Innovation and experimentation	123.25	11.41 %
Staff training	112.07	10.38 %
Feedback from students	133.61	12.37 %
Feedback from peers	104.18	9.65 %
Feedback from accreditation bodies/quality assurance bodies	54.98	5.09 %
Teaching awards	50.11	4.64 %
Teaching-focused career paths/promotions	86.69	8.03 %



# DATA FINDINGS (SELECTION)

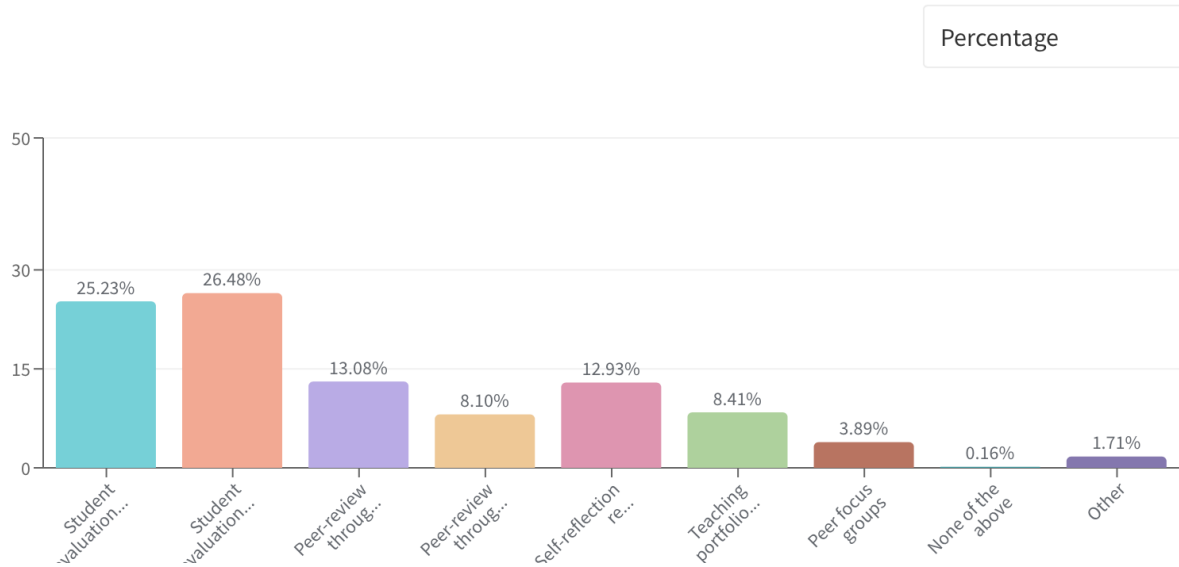
QUESTION 08 | MULTIPLE CHOICE

My teaching has been - at least once - evaluated through the following tools:

(Select the answers that apply)

Answered: **179** Skipped: **0**

ANSWER CHOICES	RESPONSES	RESPONSE PERCENTAGE
Student evaluations (quantitative feedback)	162	25.23 %
Student evaluations (qualitative feedback)	170	26.48 %
Peer-review through classroom visits	84	13.08 %
Peer-review through learning material review	52	8.10 %
Self-reflection report	83	12.93 %
Teaching portfolio	54	8.41 %
Peer focus groups	25	3.89 %
None of the above	1	0.16 %
Other	11	1.71 %



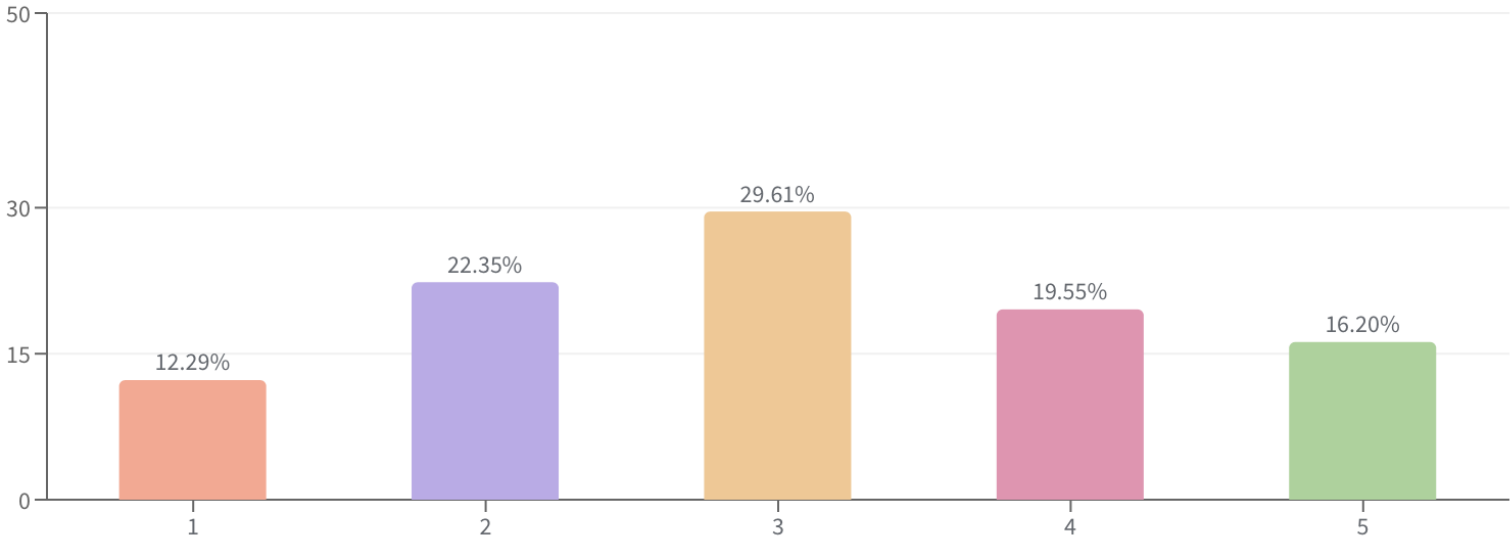
# DATA FINDINGS (SELECTION)

QUESTION 09 | OPINION SCALE

## Excellent teaching is important for promotion at my institution

(Agreement: 1 Strongly disagree 2 Disagree 3 Neither agree nor disagree 4 Agree 5 Strongly agree)

Answered: **179** Skipped: **0**



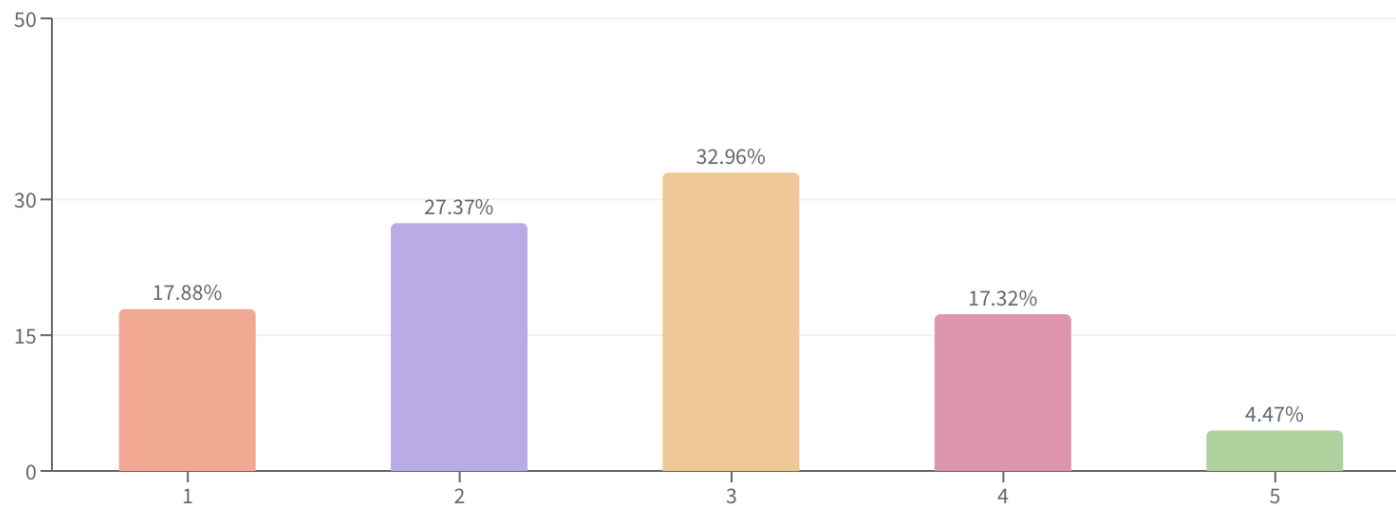
# DATA FINDINGS (SELECTION)

## QUESTION 10 | OPINION SCALE

There are sufficient awards and recognition schemes for excellent teaching at my institution

(Agreement: 1 Strongly disagree 2 Disagree 3 Neither agree nor disagree 4 Agree 5 Strongly agree)

Answered: **179** Skipped: **0**



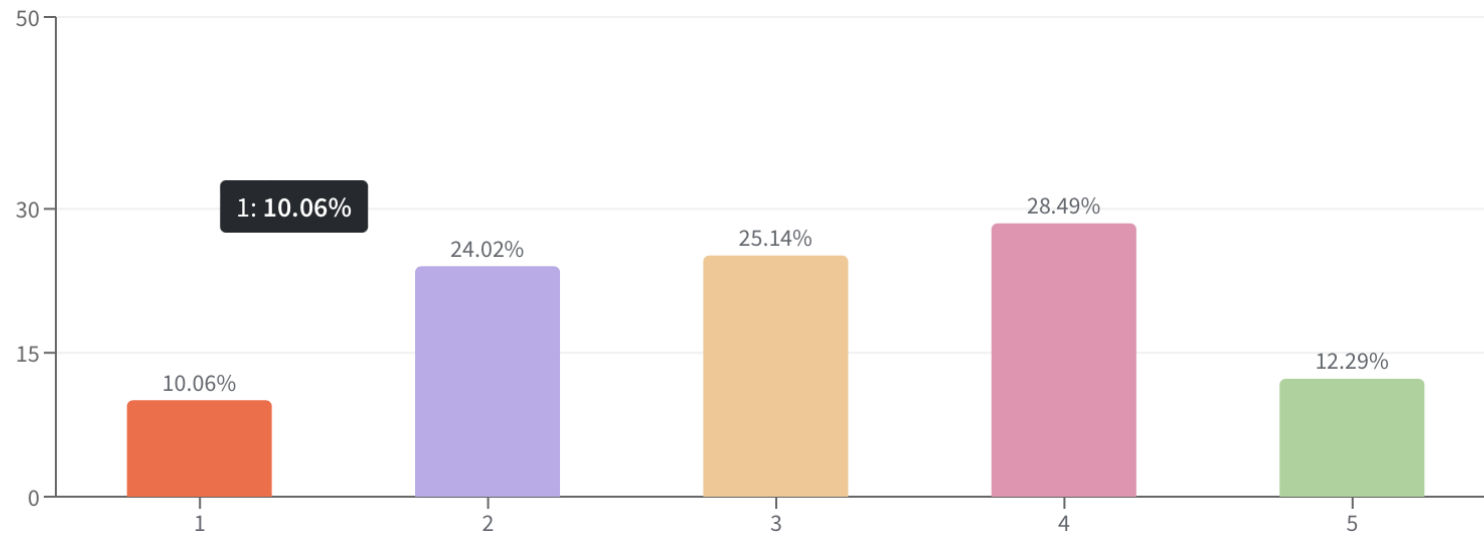
# DATA FINDINGS (SELECTION)

QUESTION 11 | OPINION SCALE

My institution offers a sufficient number of trainings for improving my teaching

(Agreement: 1 Strongly disagree 2 Disagree 3 Neither agree nor disagree 4 Agree 5 Strongly agree)

Answered: **179** Skipped: **0**



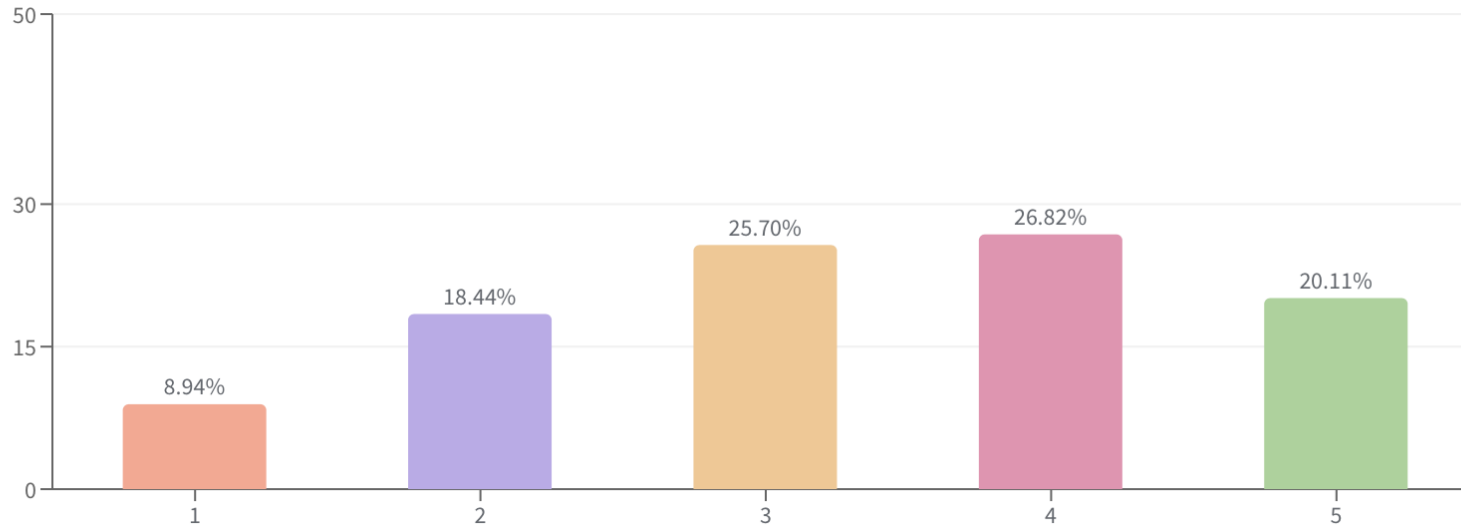
# DATA FINDINGS (SELECTION)

QUESTION 12 | OPINION SCALE

I have attended training courses on teaching skills in the past

(Frequency: 1 Never 2 Rarely 3 Occasionally 4 Frequently 5 All the time)

Answered: **179** Skipped: **0**



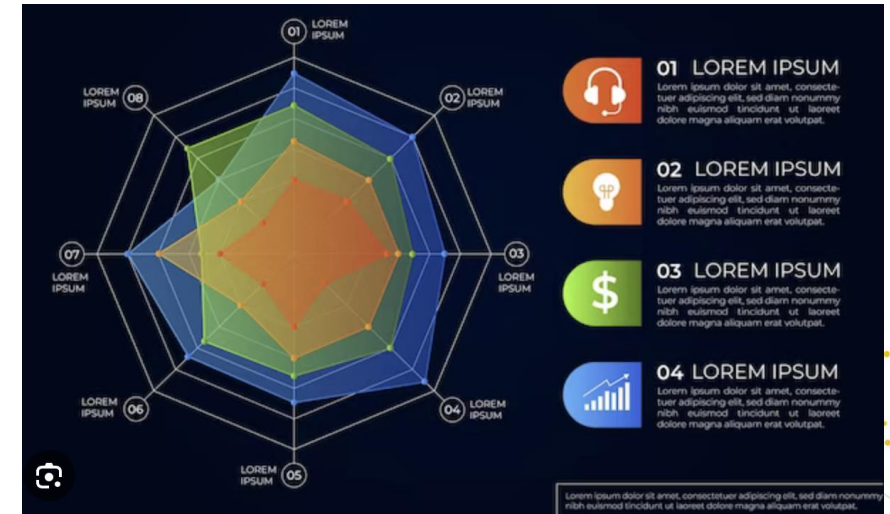


# SELF-ASSESSMENT TOOL (PHASE 1 DEV)

- Cloudflare-based app desktop and mobile friendly
- The app, upon taking the test, shows real-time comparison to the existing data (n=413)
- Averages are calculated automatically showing how the response compares to data
- New data is automatically added to the pool (this make the tool more reliable with each new use)
- available now on the E-NOTE website at <https://sat.teachingexcellence.eu>

# SELF-ASSESSMENT TOOL (PHASE 2 DEV)

- In phase 2 the SAT will add **visual results** (radar chart)
- a **needs assessment** based on the results (where particular attention should be given)
- **Blueprinting** will be available: based on the SAT results and the identified gaps, automatic feedback will be offered, linking each theme with available project results, guides, literature



**Thank you for your attention!  
Looking forward to the discussion....**

## **European Network on Teaching Excellence**

**[www.teachingexcellence.eu](http://www.teachingexcellence.eu)  
[info@teachingexcellence.eu](mailto:info@teachingexcellence.eu)**

[www.teachingexcellence.eu](http://www.teachingexcellence.eu)



**E-NOTE**  
European Network On Teaching Excellence

**POLICY ROUNDTABLE:  
Towards a European Approach  
to Teaching Excellence in a Global context**

## Introductory Video Messages:

Horia-Șerban Onița  
*European Student Union Vice-President  
(and incoming President 2023-2024)*

Victor Negrescu  
*Member of the European Parliament  
Vice-Chair of the Committee on Culture and Education (CULT Committee)*







## Chair:

Joachim Koops

*E-NOTE Coordinator*

*Scientific Director and Chair of Security Studies, Institute of Security and Global Affairs,  
Leiden University*

## Panellists:

Pauline Ravinet

*Policy Officer, Higher Education Unit, DG EAC, European Commission*

Isabel Rodríguez Gregorio

*Education Counsellor, Permanent Representation of Spain to the European Union*

Beatrix Busse

*Vice-Rector for Teaching and Studies at the University of Cologne*

*EUniWell Alliance Chief Development Officer*

*Coimbra Group Executive Board Vice-Chair*





**E-NOTE**  
European Network On Teaching Excellence

**Thank you very much  
for your participation!**

