

Staff development in learning and teaching at European universities

Presentation

Welcome to the STAFF-DEV survey, which aims to map approaches to staff development at European higher education institutions (HEIs) and analyse how they work in their respective environments. The results of the survey will be published by autumn 2024, followed by a literature review and outcomes from focus groups by beginning of 2025.

This survey is part of the Erasmus+-funded project “Staff development for learning and teaching at European universities” ([STAFF-DEV](#), 2024-2026). STAFF-DEV is coordinated by the European University Association (EUA), with University College Cork (Ireland), the University of Oslo (Norway), Utrecht University (the Netherlands) and Ruhr-University Bochum (Germany).

For the purpose of this survey, “**staff development**” in teaching should be understood as opportunities for HEIs’ personnel involved in student learning to grow their professional competences and reflect on their professional role, conceptions and needs. This means that the survey will look into training and other development-related aspects that concern those responsible for teaching, but also those with advisory or support roles in the curriculum design, development, organisation and/or evaluation of education provision at HEIs.

There should be only **one response per institution**, which should be endorsed by senior leadership at institutional level (rector, vice-rector, head of administration). We realise that this can prove difficult especially at large institutions; we would encourage you to answer all the questions to the best of your knowledge, and where necessary to consult colleagues at your institution before submitting your response. Your institution’s response will contribute to reach a balanced mapping across the European Higher Education Area – thank you.

The survey is composed of 5 sections:

1. The profile of your institution
2. Staff development approach and activities organised at your institution
3. How your institution organises career progression and celebrates teaching
4. Your national context
5. Permissions for the next steps of the project

All [data](#) received from the questionnaire will be published in aggregate form only. Individual answers will remain anonymous and cannot be traced to your institution. However, we offer to mention your institution as a contributor to this study, if you would agree so.

It will take approximately 30 minutes to complete the survey. You will find a progression bar at the top of your screen, indicating how far you are in the survey.

The deadline for completing the questionnaire and submitting your response is **21 June 2024**.

Important information for filling in the survey

We only collect and take into account responses that will be submitted online.

However, for your convenience, this is a PDF version of the questionnaire, which looks slightly different from the online version. The PDF version contains all questions.

Please note that on the online form, depending on your answer to some questions, you may skip some of the subsequent questions, or on the contrary be asked some follow-up questions. The PDF version also provides a **glossary of terms** that may require explanation. When answering the online survey, you can view these explanations by hovering with your cursor/mouse over the term highlighted **in bold blue**.

It is possible to **leave the online survey and return** before submitting your final answers, provided that you use the same browser on the same computer. You can move forward in the survey through the **NEXT** button at the bottom of each page. This saves your answers automatically, as you turn to the next page. You can exit the survey at any time, and re-enter through the same link. Click on the **PREVIOUS** button, if you want to return to a previous page.

Once you click on the SUBMIT button on the last page, your answers to the survey will be considered final and sent to us. Please make sure that your answers are final before doing so.

Any further questions or issues?

Please contact us at hepu-surveys@eua.eu.

Thank you.

Glossary

Academic assessment

Refers to the methods used to evaluate the performance, outputs and impact of academic activities for the purposes of recruitment, performance evaluation and career progression.

Assessment as a general term embraces all methods used to judge the performance of an individual, group or organisation. By contrast, **evaluation** should be understood as the process of examining and passing a judgement on the appropriateness or level of given standards.

Educational scholarship

Refers to scholarly activities related to learning and teaching, with the aim of evaluating, enhancing and/or reflecting on teaching practices. Educational scholarship includes the **scholarship of teaching and learning (SOTL)**, often defined as systematic inquiry into student learning which advances the practice of teaching in higher education (inspired by Hutchings, P. & Shulman, L. S., 1999, The Scholarship of Teaching: New Elaborations, New Developments” in *Change: The Magazine of Higher Learning*, 31 (5), pp. 10-15). SOTL encompasses aspects of staff development, as well as the study and implementation of teaching methods.

Leadership in teaching

Refers to both the agency of individuals to develop strategic oversight, coordination and implementation of learning and teaching, as well as the institutional collective capacity to address organisational development towards enhancement. The project “Leadership and Organisation for Teaching and Learning at European Universities” ([LOTUS](#), 2020-2022) identified two main profiles at higher education institutions: leaders with a specific role and related responsibilities (vice-rectors, deans, study programme directors, etc.), and particularly active and motivated teachers or other staff, who contribute to the development of communities of practice in learning and teaching.

(Higher education) system

For countries with responsibilities for higher education devolved to regional level (e.g. Belgium, Germany, Spain, UK), please answer for your region whenever the question refers to ‘national’, ‘system’, or ‘country’.

Teaching qualification for higher education

Any qualification acquired through formal education and aiming to provide the holder with teaching competences in higher education. Examples: *Basis Kwalificatie Onderwijs (BKO)*, *Certificat d’aptitude pédagogique approprié à l’enseignement supérieur (CAPAES)*, etc.

1. The profile of your institution

1. Please select your country/higher education system and institution from the drop-down menus below. If your institution does not appear in the list of institutions, please choose "Other" from the list and provide the requested information on the next page.

Country / higher education system	
Institution	

- 1.1. [If you selected "Other"] Please provide the following information.

Name of the institution in the original language:	
Name of the institution in English:	
Country:	
Website of the institution:	

2. Please select the profile of the person filling in the questionnaire on behalf of the institution. Please select your main position.

Executive head (rector, president, vice-chancellor, or equivalent)	
Adviser to the rector / rector's cabinet	
Vice-Rector, Vice-President, Deputy Vice-Chancellor, or equivalent	
Senior administrative staff at institutional level	
Other – please specify (max. 400 characters)	

3. What is the approximate number of students enrolled at your institution? Please select the applicable range from the list below, based on the total number of students (head count) enrolled in the 2023/24 academic year.

Less than 7,500	
7,500-24,999	
25,000-49,999	
50,000-75,000	
More than 75,000	

4. Please indicate the type of institution. Please select one option.

Comprehensive (multidisciplinary, research-intensive) university	
Specialised university	
University of applied sciences/university college	
Technical university	
Music or arts school	
Open university	
Other - please specify (max. 400 characters)	

2. Approach and activities at your institution

5. Does your institution have a learning and teaching strategy? *Please select one option.*

Yes, at institutional level	
Yes, at faculty/department level	
Yes, at both institutional and faculty/department level	
No, but we are in the process of developing one	
No	
Other – <i>please specify (max. 400 characters)</i>	

5.1. [If yes to Q. 5] Does your institution's learning and teaching strategy address staff development in teaching? *Please select one option.*

Yes	
No	

5.2. [If yes to Q. 5.1] Under this strategy, what is/are the purpose(s) of offering staff development in learning and teaching? *Please select all applicable options.*

To enhance the quality of teaching.	
As part of the institution's commitment to continuous professional development for its staff.	
To fulfil legal requirements.	
To contribute to career progression of teachers	
As part of the institution's commitment to reach better parity of esteem between teaching and research.	
Other – <i>please specify (max. 400 characters)</i>	

5.3. [If yes to Q. 5.1] Does your institution use indicators to regularly collect information on, and monitor staff development in teaching? *Please select one option.*

Yes	
No	
I do not know	

5.3.1. [If yes to Q. 5.3] Which indicators are used? *Max. 400 characters.*

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6. Could you provide one example that demonstrates the added value of organising staff development in teaching? *Max. 500 characters.*

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7. **At your institution, is there a unit or a centre for learning and teaching?** *Please select one option.*

Yes, at central level	
Yes, at faculty/department level	
Yes, at both central and faculty/department level	
No, but we are currently planning this	
No	

- 7.1. [If one option with “Yes” selected] **What is the unit/centre’s role and function?** *Please select all applicable options.*

Offering staff development courses	
Offering staff development resources/material	
Providing consultations and advice to academic staff on improving teaching	
Supporting teaching-related project applications and project implementation	
Support research in higher education pedagogy and didactics	
Analysing student feedback/performance and/or results of teachers’ evaluations	
Developing and/or implementing personalised staff development plans	
Organising teaching awards/prizes	
Supporting innovative teaching initiatives (through advice, financial incentives, logistical support, etc.)	
Facilitating communities of practice at the institution (networking events, peer learning, etc.)	
Other – <i>please specify (max. 400 characters)</i>	

8. **Does your institution organise formal staff development opportunities in learning and teaching (training, courses...), for the following categories of staff?** *Please select one option per line.*

“Formal” opportunities should be understood here as organised by the institution with the purpose of enhancing teaching, with assigned learning objectives, and an **assessment** upon completion.

	Yes, compulsory	Yes, optional	No
For PhD candidates and/or postdocs (or equivalent all academic staff			
For teachers/assistant professors (or equivalent)			
For senior teachers/associate professors (or equivalent)			
For full professors (or equivalent)			
For non-academic staff involved in student learning			
For staff with a leadership role in teaching (deans, director of study programmes, etc.)			
For newly hired academic staff			
For newly hired non-academic staff			

For staff following negative teaching evaluations			
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I would like to provide a comment with my answer (max. 500 characters):

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9. How do you typically assess formal staff development opportunities? *Please select all applicable options.*

With a teaching portfolio or alike, documenting progression and reflection in teaching practice	
With a final evaluation by those who delivered the course/training	
With a final evaluation by a jury of peers	
With a dissertation or alike	
With a teaching project to be implemented in a classroom	
We do not organise any assessment upon completion	
Other – <i>please specify (max. 400 characters)</i>	

10. Does your institution allocate credits (ECTS or equivalent) to formal staff development formats? *Please select one option.*

Yes, for all such training/courses	
Yes, for some	
No	
We do not organise formal staff development	

10.1. [If yes to Q. 10] **Please provide the range of ECTS (or equivalent) volume that your institution provides for such formats.**

We offer formal staff development courses or training ranging between ... and ... credits.
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10.2. [If no to Q. 10] **Does your institution provide something else upon completion of a staff development training/course?** *Please select all applicable options.*

A certificate of attendance	
A certificate when the training/course was completed successfully	
An open badge or alike	
Other – <i>please specify (max. 400 characters)</i>	

11. Which of the following topics does your formal staff development offer address? *Please select all applicable options.*

Introductory offerings, e.g. introduction to pedagogy/didactics; introduction to university teaching etc.	
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Advanced offerings in teaching and supporting learning, e.g. digitally enhanced pedagogy; supervising student research etc.	
<i>Please list the advanced topics that you are aware of : [comment field]</i>	
Educational design, e.g. curriculum design; using evaluation data for redesign etc.	
Assessment and feedback, e.g. formative and summative assessment	
Educational management and leadership	
Educational scholarship, e.g. scholarship of teaching and learning; disciplinary based educational research etc.	
Responding to institutional priorities, e.g. fostering equality, diversity and inclusion in teaching and learning; interdisciplinarity etc.	
<i>Please list here the topic specific staff development activities you are aware of: [comment field]</i>	

12. Is there anything not captured above that you think is important in terms of staff development in learning and teaching at your institution? Max. 400 characters.

13. In your institution, are there self-organised staff development activities in learning and teaching? Please select one option.

Such opportunities should be understood here as self-organised by individuals, groups of individuals, or the institution, with the purpose of enhancing teaching. Such opportunities are typically optional.

Yes	
No	
I do not know	

13.1. [If yes to Q. 13] Who typically organises such activities? Please select all applicable options.

The institution and/or a central-level structure	
Faculties and/or departments	
Individuals or groups of individuals	
Other – please specify (max. 400 characters)	

13.2. [If yes to Q. 13] Could you provide examples of such self-organised activities? Max. 500 characters.

13.3. [If answer “Individuals or groups of individuals” selected under Q.13.1] **How has the initiative/opportunity been sustained so far?** *Please select all applicable options.*

This initiative is rather new.	
This initiative relies on one motivated person, who wants to continue driving it.	
This initiative relies on a group of motivated individuals, with turn-over responsibilities.	
This initiative has been set up with a defined time frame.	
This initiative will be picked up by a structure at the institution (L&T centre, faculty or department, etc.).	
I do not know.	
Other – <i>please specify (max. 400 characters)</i>	

14. How would you see the complementarity between formal and informal staff development opportunities in teaching? *Please elaborate (max. 500 characters).*

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15. Are students involved in staff development opportunities? *Please select all applicable options.*

Yes, they are involved at strategy/governance level (e.g. in an advisory board)	
Yes, in general they are directly involved at design stage	
Yes, in general they are consulted at design stage	
Yes, occasionally in formal training	
Yes, occasionally in more informal activities	
No	
I do not know	
Other – <i>please specify (max. 400 characters)</i>	

16. In your opinion, what are the challenges in proposing and organising formal staff development opportunities? *Please select all applicable options.*

Teachers' motivation	
Most teachers are not comfortable with sharing their teaching practices.	
Most teachers are not comfortable with reflecting on their teaching practices.	
Time required from teachers to participate	
Teaching is not valued enough in academic life	
No effect on teachers' career progression	
Difficult to enlarge the circle of motivated teachers who participate	
Difficult to create a critical mass of teachers engaging into enhancing learning and teaching	
No dedicated resources (staff, time, funding) to organise them	
Other – <i>please specify (max. 400 characters)</i>	

17. Based on feedback received, how are staff development opportunities perceived by those who participated in them? *Please select one option per type of activity.*

	Overall positive	Somewhat positive	Somewhat negative	Overall negative	I do not know
Formal opportunities (training, courses)					
Self-organised activities					

I would like to provide a comment with my answer:

18. Does your institution cooperate on staff development with outside parties? Please select all applicable options.

Yes, through participation in dedicated networks or initiatives	
Yes, with one or several other institution(s)	
Yes, through participation in national initiatives	
Yes, through participation in international initiatives	
Yes, by purchasing services of professional organisations	
No	
Other – please specify (max. 400 characters)	

3. Career progression and celebrating teaching

19. In your institution, what requirements should be met for holding a position with teaching responsibilities? *Please select all applicable options for each category of staff.*

	A teaching qualification for higher education	Participation to staff development courses	Proven teaching experience (e.g. min. period of practice, portfolio)	Other – please specify (max. 400 characters)
Professors need to have...				
Lecturers, associate/assistant professors need to have...				
Experts, practitioners (professionals teaching in their field) need to have...				
Teaching support staff need to have...				

20. In your institution, is there a professional development framework used as a reference for staff development in learning and teaching? *Please select one option.*

Examples of such frameworks are the [Professional Standards Framework](#) from the UK-based Advance HE, or the Irish [National Professional Development Framework for all staff who teach in higher education](#).

Yes	
No	
I do not know	

20.1. [If yes to Q. 20] **Please provide a link to a website (if any), and/or briefly explain how your institution uses it.** *Max. 500 characters.*

21. In your institution, do formal staff development opportunities account for the career progression of academic staff? *Please choose one option per line.*

	Yes	No
For staff in a temporary position		
For staff in a permanent position		

21.1. [If yes in one or both columns under Q. 21] **Could you please briefly explain how?** *Max. 500 characters.*

22. In your institution, are there different types of formal staff development opportunities targeted at different stages of a career? Please choose one option.

Yes	
No	

22.1. [If yes to Q. 22] Could you briefly explain how it works and how it is organised? Max. 500 characters.

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23. Do leadership responsibilities in teaching play a role in academic assessment and career progression? Please select one option per line.

	Yes	No	I do not know
In academic assessment			
In career progression			

24. Does educational scholarship play a role in academic assessment and career progression? Please select one option per line.

“Educational scholarship” refers to scholarly activities related to learning and teaching, with the aim of evaluating, enhancing and/or reflecting on teaching practices. Educational scholarship includes the scholarship of teaching and learning (SOTL), often defined as systematic inquiry into student learning which advances the practice of teaching in higher education.

	Yes	No	I do not know
In academic assessment			
In career progression			

25. Besides career progression, what does your institution provide to leaders with responsibilities in teaching? Please select all applicable options.

Compulsory training related to leadership in teaching (e.g. leadership development programme or scheme)	
Optional training	
Selective development opportunities (upon application)	
A platform for meeting and exchanging with other leaders in teaching	
Time allocation (e.g. ratio of workload defined as dedicated to leadership in teaching)	
Opportunities for sabbaticals dedicated to L&T	

Support to undertake training or competence development offered by other institutions or organisations (funding, time allocation, etc.)	
Other – <i>please specify (max. 400 characters)</i>	

26. In your institution, are there opportunities to celebrate and reward teaching? *Please select all applicable options.*

The institution organises teaching awards or prizes on a regular basis.	
The institution organises teaching awards or prizes occasionally.	
Students organise teaching awards.	
Teachers or teams of teachers can participate to teaching awards or prizes organised by other parties (national level, etc.).	
The institution offers innovation grants in teaching.	
The institution offers fellowship/scholarship grants for teaching.	
The institution organises events to celebrate teaching.	
The institution has an excellence scheme for rewarding good teaching.	
The institution participates to a national excellence scheme for rewarding good teaching.	
Other – <i>please specify (max. 400 characters)</i>	

4. The national context

27. In your country, who organises staff development courses/support in teaching? *Please select all applicable options.*

Individual higher education institutions	
National- or regional-level governmental organisations	
Non-governmental, not-for-profit organisations	
University networks	
Networks of teachers or pedagogical advisers	
For-profit organisations	
Other - <i>please specify (max. 400 characters)</i>	

28. In the past 5 years, have you found one or several national initiative(s) for staff development in learning and teaching particularly useful? *Please select one option.*

Yes	
No	
I do not know	

28.1. [If yes to Q. 28] **Please provide a short explanation on the initiative(s), as well as the link to the webpage if available.** *Max. 500 characters.*

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28.2. [If yes to Q. 28] **Is/was the initiative limited in time?** *Please select one option.*

Yes, and it has already ended	
Yes, and it is still ongoing	
No	
I do not know	

28.2.1. [If “Yes, and it has already ended” to Q. 27.2] **What is the follow-up of this initiative?** *Please select all applicable options.*

A law and/or regulation will be changed	
More resources will be allocated in the future	
Follow-up will be taken in charge by individual higher education institutions	
Follow-up will be taken in charge by a system- level structure	
There will be a follow-up initiative (limited in time).	
No follow-up is foreseen	
The follow-up is not planned yet	
I do not know / The follow-up is not clear to me	
Other – <i>please specify (max. 400 characters)</i>	

5. Permissions for next steps

29. Would you agree to have your institution mentioned as a contributor to this survey in the annex of the STAFF-DEV publication?

Yes	
No	

30. Would you consent to be contacted if there are further opportunities to contribute to the [STAFF-DEV project](#) (2024-2026)?

Yes	
No	

30.1. [If yes to Q. 30] Please indicate your contact details.

First name	
Last name	
Position	
Email	

Thank you for taking part in this survey. For any questions, please contact hepu-survey@eua.eu.

Please click SUBMIT below. You will be redirected to a new page where you can view and download your responses.

END OF QUESTIONNAIRE