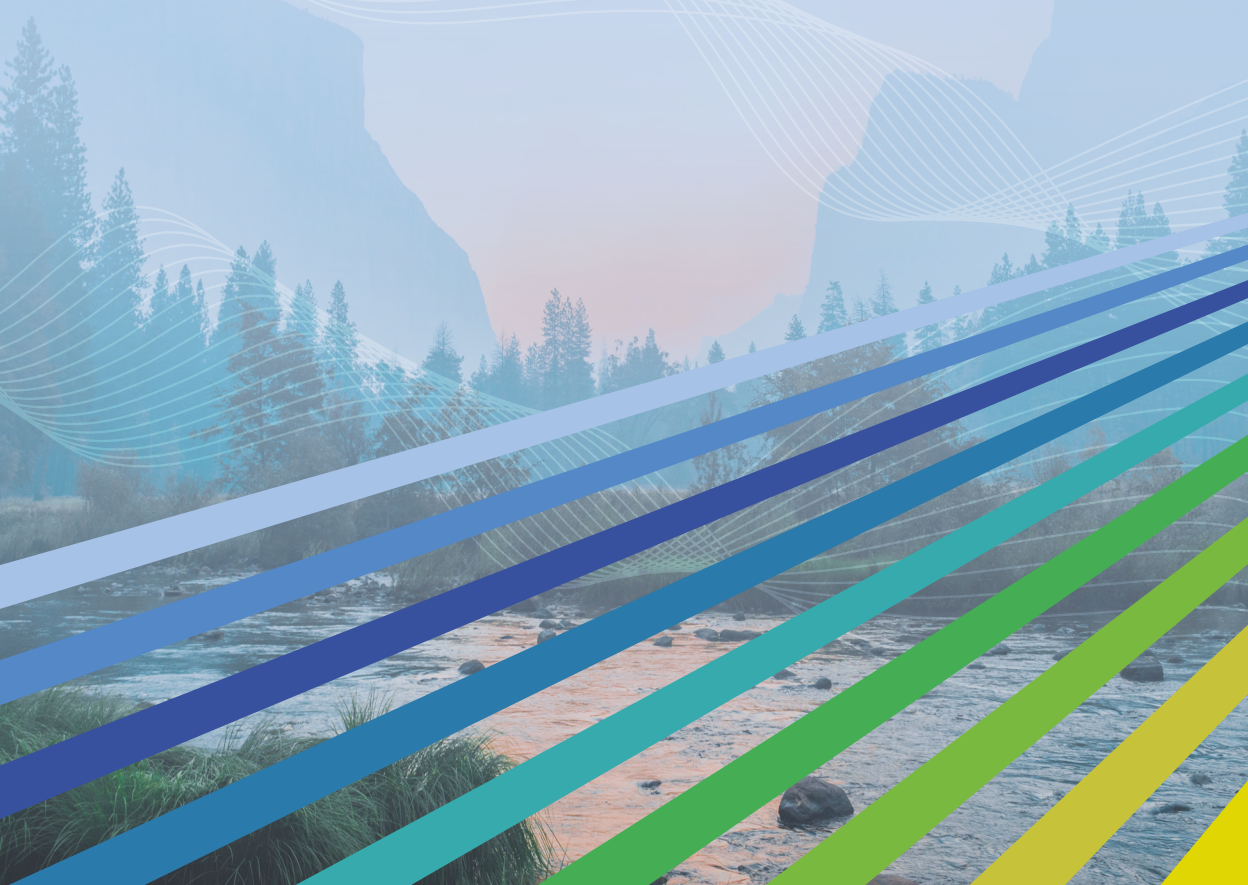
PROFFORMANCE

the landscape of **higher education teachers' performance**

FINAL REPORT ON THE RESULTS OF THE BENCHMARKING EXERCISE



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The Bundesministerium für Bildung, Wissenschaft und Forschung (AT) represented by Alexander Kohler was in charge of this activity. Günter Wageneder, (University of Salzburg) was the main lead of the elaboration of the benchmarking survey with consultation of the leading Hungarian experts - Vilmos Vass, (Metropolitan University) and János Ollé, (Pannon University).

László Horváth (Eötvös Loránd University) was responsible for the processing of the responses with the coordination of Günter Wageneder.

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The key source of information for this report were the answers of the participating higher education institutions listed in Annex 2 - List of responding institutions.

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Content

01 Introduction

The PROFFORMANCE project

The "PROFFORMANCE – Assessment Tool and Incentive Systems for Developing Higher Education Teachers' Performance" project is co-funded by the Erasmus+ Programme of the European Union. The consortium is coordinated by the Hungarian Ministry for Innovation and Technology in conjunction with the Tempus Public Foundation (as a so-called linked third party) and consists of members from Austria (Bundesministerium für Bildung, Wissenschaft und Forschung), Czech Republic (Ministry of Education, Youth and Sports in conjunction with Czech National Agency for International Education (as a linked third party), Georgia (National Center for Educational Quality Enhancement), Croatia (Ministry of Science and Education) and Serbia (Foundation Tempus (Erasmus + National Agency). Associated partners include the Academic Cooperation Association, European Students Union, Digital Success Nonprofit Ltd., Universidade de Aveiro (Portugal) and Ilia State University (Georgia).

The project aims to support the quality enhancement of Teaching and Learning at Higher Education Institutions in the European Higher Education Area. The consortium plans to create a set of criteria and an assessment tool for teachers' performance to test at pilot visits in all partner countries, as well as to formulate recommendations on incentive systems for teachers' development. The criteria model and the tool will help teachers and HEIs to translate EHEA and European Education Area teaching and learning targets into real actions. Best practices of innovative teaching will be collected and disseminated through a joint international award for teachers and by an open, online database.

The project's aim is to contribute to the quality enhancement of T&L by promoting better T&L strategies at national and HEI level. The criteria set, the assessment tool and the incentive systems assist HEIs and policymakers in planning complex systems

of teacher assessment, incentives and development, which results in the improvement of their performance. The tool will also enhance students' engagement in evaluating teachers' performance.

The goal of the project is to implement the following main activities:

- Benchmarking – mapping of higher education institutional strategies and practices on teachers' assessment, development and incentives in the participating countries, reviewing research results and relevant literature.
- Peer-learning activities – Organization of 3 international peer learning activities (PLA) on teachers' roles, skills and relations to students/stakeholders to determine the focus and questions of the teachers' performance assessment tool.
- Elaboration of a teachers' performance assessment tool – finalizing and customizing the assessment tool for self, peer, student, managerial and stakeholder assessment versions.
- Piloting and testing the assessment tool at least in one institution of each partner country.
- Collection of good practices based on the evaluation system criteria in an online database through the PROFFORMANCE International Higher Education Award Call.
- In addition to the evaluation/assessment system, to make recommendations for the establishment of an incentive scheme at institutional, national, EU and EHEA levels.

The current report summarizes the results of the benchmarking activity. As the PROFFORMANCE project aims to support the quality enhancement of teaching and learning through the development of an assessment and incentive system for higher education teachers, the consortium started with mapping existing practices, good examples in the partner countries of the Consortium through this instrument.

Policy background

The Bologna Process recognises learning and teaching as a key area of higher education reforms. Enhancing the quality of teaching and learning is a focal point of the European Higher Education Area *(Yerevan Communiqué, 2015; Paris Communiqué, 2018)* which can be realized through the recognition and support of quality teaching and by providing opportunities for enhancing teaching competencies. The development of teaching

competencies has been and still is of particular importance as academics' qualifications often do not include preparation for teaching (major improvements in the last 20 years of the Bologna process). Still, regulations usually do not require academics to have a teaching qualification. Supporting teaching and learning is important on the strategic level of HEIs which can be supplemented by initiatives for pedagogical training and continuous professional development opportunities *(Paris Communiqué, 2018)* or other faculty development initiatives.

"Good teachers" are also important from the perspective of the renewed EU agenda for higher education, focusing on curriculum design to tackle skills mismatch and to improve career opportunities, prioritising inclusive and innovative teaching *(European Commission, 2017)*.

Previous research (European Forum for Enhanced Collaboration in Teaching (EFFECT)) on the topic established that only 4 of the 28 higher education systems have a dedicated national strategy/framework for teaching and learning, while another 15 have it as part of their overall strategy. The Bologna Process Implementation Report *(European Commission, 2018)* warns that there are shortcomings related to the implementation of these strategies. Furthermore, national or inter-university teacher training initiatives are rare, usually individual HEIs conduct such projects (with their Centres for Learning and Teaching and/or faculties of education).

Regarding the evaluation of teaching performance, the EUA Trends Report *(2018)* states that around half of the HEIs carry out regular evaluations and they are most commonly using student feedback surveys. Student feedback surveys are the most widely used instruments although not without their drawbacks: difficulties in ensuring engagement and ownership, students' lack of skills to give constructive feedback, timing etc. *(EUA Learning & Teaching Thematic Group Report, 2019)*.

Whereas most HEIs follow the ESG (European Standards and Guidelines), there is, as might be expected, a wide range of evaluation practices (regarding the diversity of measures, involvement of actors, use of results etc.) throughout the European Higher Education Area. There might be some need for a toolbox of wider scope. The main intention of the PROFFORMANCE project is to develop such an assessment system, taking into consideration various roads for teachers as well as the involvement of different stakeholders.

Theoretical background

Academic research on the topic of quality assurance of teaching and learning is abundant, but there is a lack of focus on teaching performance assessment. Previous research identified that teaching performance assessment is usually linked with promotion and affirms that the main method is the use of student evaluations *(Melo & Figueiredo, 2020; Sánchez & Moreira, 2020)*. The extensive use of student evaluations as sources for the assessment of teaching performance is critically addressed in the literature. There is a considerable number of sources for bias and possible pitfalls in these systems *(Ching, 2019; Martin et al., 2013):*

- no connection between student satisfaction/evaluation and learning outcomes
- the bias of teacher presentation skills, charisma etc. (Dr Fox effect)
- gender (female faculty are assessed systematically lower)
- situational factors (e.g. before/after exam)
- concept of "quality" from the student side (e.g. the varying threshold of passing)
- size of the course (larger courses are assessed systematically lower)
- type of the course (e.g. senior and elective courses are systematically assessed higher)

Referring to the Portuguese context, Sánchez and Moreira *(2020)* summarize the features of an ideal performance assessment system as a more democratic, qualitative tool linked more to professional development promoting self-reflection and collaboration among colleagues. The DOCENTIA project also proposes an interesting framework to link teaching activity assessment to academic staff development and quality assurance processes. In the frameworks of the DOCENTIA project teaching activity assessment 'is understood as the systematic evaluation of the performance of academic staff considering their professional roles and their contribution to achieving the objectives of the degree in which they are involved, based on the institutional context in which the degrees are imparted' *(ANECA, n.d.)*

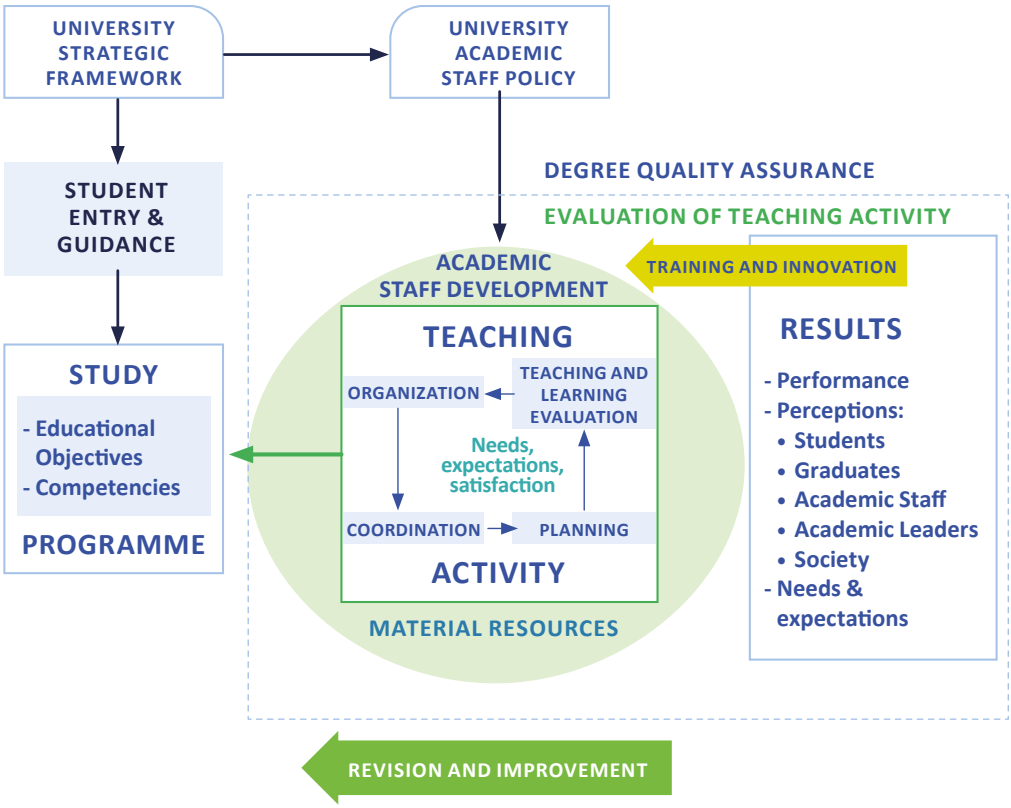

Figure 1. The DOCENTIA evaluation model *(Source: ANECA, n.d.)*

Regarding the implementation of a consistent performance appraisal system for education, Decramer et al. *(2012)* concluded that the role of coercive institutional pressure (especially university level regulations) and the presence of a human resource management function are instrumental. Regarding employees' satisfaction with the performance management systems, Decramer et al. *(2013)* found that horizontal alignment (internal consistency of the employee performance management system) – meaning that planning, monitoring and evaluation are consistently linked – and the level of communication between employee and supervisor are important predictor. Seyfried, Ansmann and Pohlenz *(2019)* also highlight the importance of institutional pressures in the perceived effectiveness of quality management in teaching and learning as explained in the next figure.

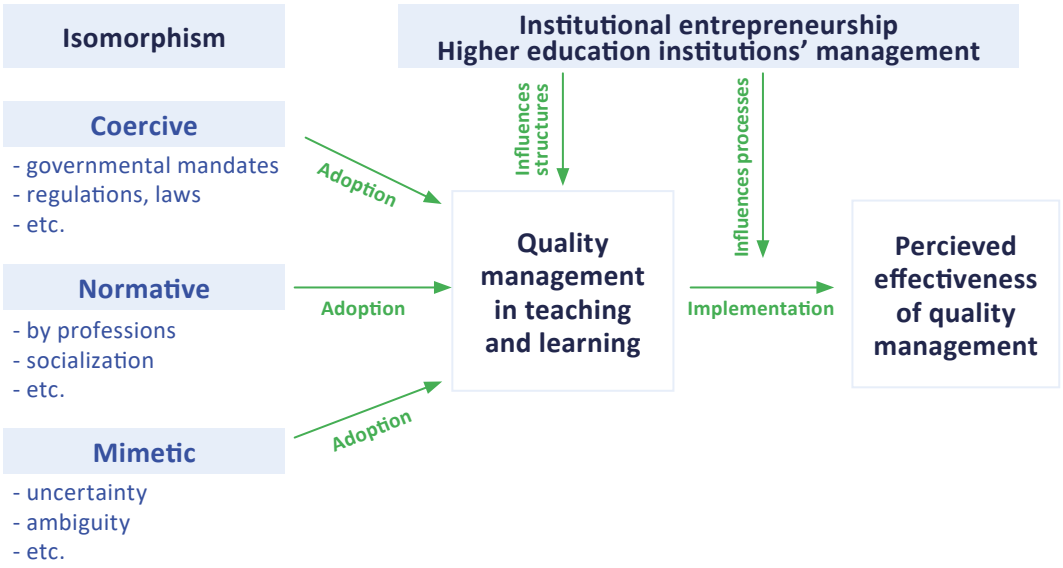

Figure 2. The connection between isomorphic pressures and institutional entrepreneurship *(Source: Seyfried et al., 2019, p. 5)*

The issues of performance management cannot be understood independently from the concepts of leadership and organizational culture. Examining the connections between faculty well-being and performance management, Franco-Santos and Doherty *(2017)* argue for enabling performance management practices underpinned by stewardship theory for the UK academic context and emphasizing the role of human resources management.

It is also important to address the notion of quality itself concerning teaching and learning in higher education. Quality is a stakeholder concept, subject to different interpretations which can be explicated as a process and a structure as well. The concept builds on autonomy and considers institutional diversity. Interpreting quality on the individual level (quality as transformation) puts the student in the forefront focusing on the learning experience *(European University Association, 2007; Gvaramadze, 2008)*. This can be best understood from a service marketing approach.

Different service quality approaches are used in the higher education context as summarized by Horváth *(2020)*.

A well-known model from a service marketing perspective is the gap model of service quality *(Figure 2.)* which reveals the gaps that can cause poor service quality.

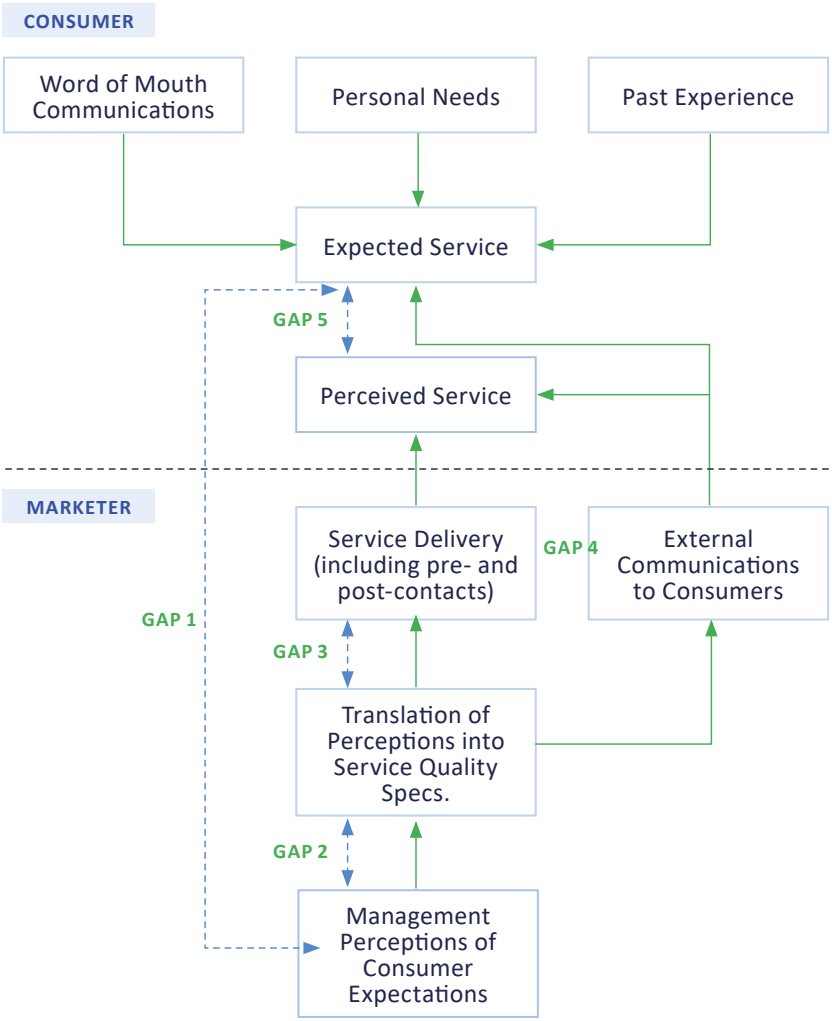

Figure 3. The gap model of service quality *(Source: (Parasuraman et al., 1985, p. 44))*

Ahn et al. *(2017)* modify the original gap model to better fit the higher education context focusing on the interaction of students and teachers. The comprehensive model encompasses the complex interrelations of teacher-student interactions and the teaching process as well. Based on the model, the authors identify possible methods to assess the elements of the gap model *(Figure 4.)*.

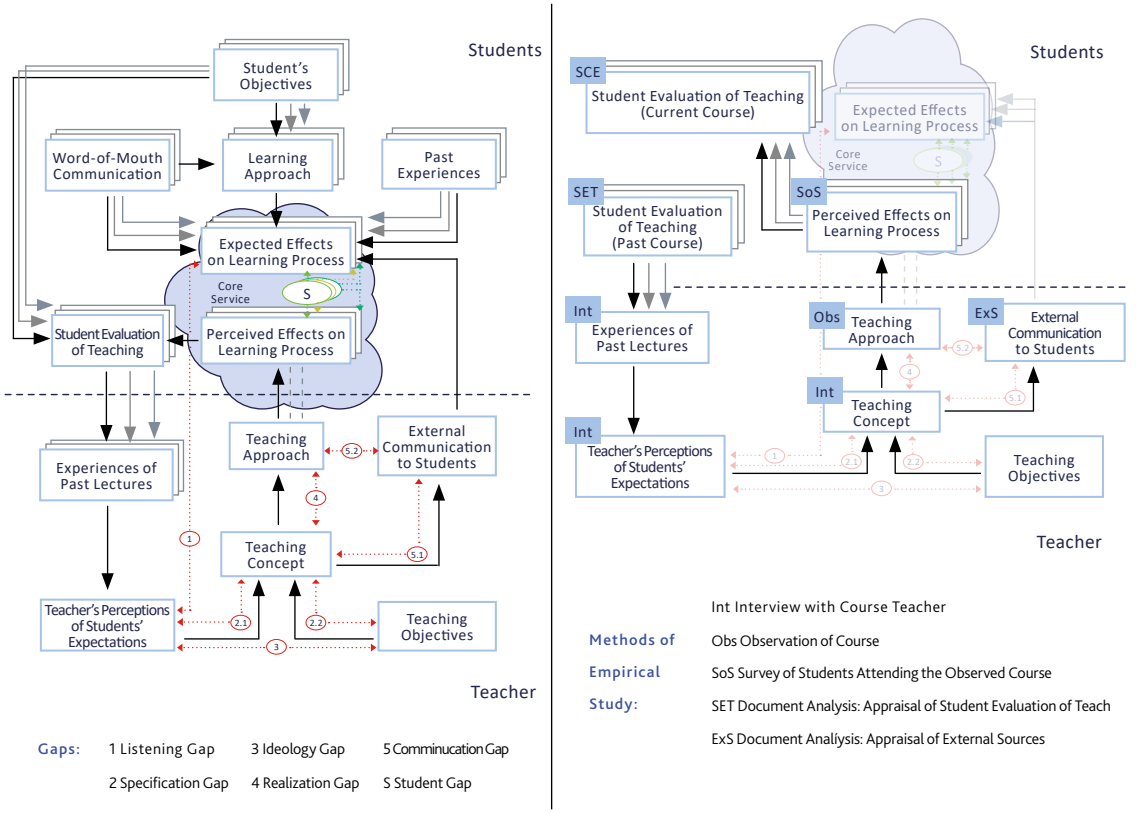

Figure 4. Gap model of interaction between student and teachers and possible areas of measurement *(Source: (Ahn et al., 2017, pp. 126, 130))*

This approach leads to a possible process of performance assessment regarding the complexity of the teaching and learning experience which entails a mixed methodology (involving interview, course observation, survey and document analysis) *(Figure 5)*. Although this seems to be a comprehensive approach, its cost-effectiveness may be questioned.

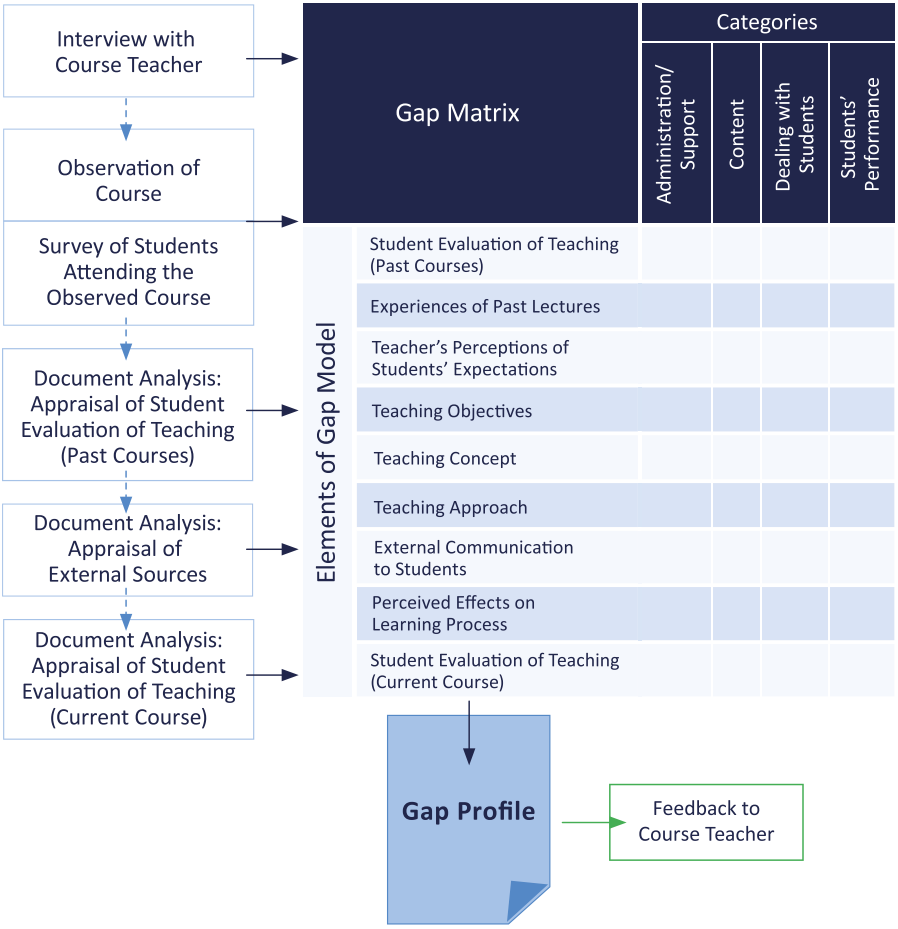

Figure 5. Process of performance assessment based on the gap model
(Source: (Ahn et al., 2017, p. 132))

Based on these theoretical findings we interpret the results of our benchmarking exercise. First, we will introduce the methodology in detail, then we will focus on the results.

02 Methods

Benchmarking tool

To map existing practices, good examples in the European Higher Education Area, the first step was to collect background materials - literature, surveys, studies, tools - and to discuss how they might contribute to the PROFFORMANCE aims. Based on these findings the design of the planned international survey started. This survey aimed at collecting information about institutional approaches to the enhancement and support of teaching and learning, to the quality of teaching and learning, regarding assessment systems, staff development and teacher training activities as well as incentives. The aim of the survey was to search for and identify good examples, best practices and lessons to be learned.

The Bundesministerium für Bildung, Wissenschaft und Forschung (AT) was in charge of this activity and appointed Günter Wageneder, (University of Salzburg) to be the main lead of this task.Leading Hungarian experts - Vilmos Vass, (Metropolitan University) and János Ollé, (Pannon University) - were also involved in the elaboration of the survey. All project partners and associated members delegated an expert for a respective working group, in order to assure various perspectives and different cultural backgrounds. During the summer of 2020, the following experts contributed to the finalisation of the survey: Bajzáth, Angéla Hungary, Beseda, Jan Czech Republic, Darchia, Irine Georgia, Filipa Casqueira Coelho Gabriel, Bárbara Portugal, Grodecki, Jakub ESU, Lam, Queenie ACA, Neavyn, Ruaidhri Ireland, Perényi, Petra Hungary, Savić, Mirko Serbia.

The questionnaire contained questions regarding the following areas:

- Learning and teaching strategy
- Student engagement
- National requirements and European trends

- Quality management and the evaluation and assessment of teachers
- Skills and competencies of teachers
- Teacher training and staff development
- Teacher and student support

Along with some close-ended questions, respondents were asked to provide URLs to public webpages, to provide basic concepts etc. in-text answers or even to upload documents containing policies, regulations, reports, questionnaires etc.

The final questionnaire has been circulated by partners to their respective higher education institutions between 28th October and 4th November 2020. After one or more reminders (differing from country to country) and an extended deadline by 30th November 2020, 170+ higher education institutions from Austria, Czech Republic, Croatia, Georgia, Hungary and Serbia have completed the questionnaire, out of which 156 usable answers remained in the database. The processing of the responses was conducted by László Horváth (ELTE) with the coordination of Günter Wageneder. The first preliminary results were communicated at the first PLA of the PROFFORMANCE project on 8th December 2020, while further findings were presented on the second day of that split PLA, on the 13th of January 2021.

As the questionnaire contained a significant number of open questions and provided the possibility to attach connected materials, the profound and careful processing and analysis needed a considerable amount of time (around 242 pages of text answers and 185 documents with some 2.873 pages altogether). The outputs and results provide material for further workshops, into the development of the assessment tool, and for dissemination at various forums as well.

The sample

The final sample contained answers from 156 HEIs and a wide range of focuses and backgrounds: 38 from Austria (24,4%), 45 from Croatia (28,8%), 11 from the Czech Republic (7,1%), 20 from Georgia (12,8%), 34 from Hungary (21,8%) and 8 from Serbia (5,1%). Participating HEIs are usually state-funded (N=116, 74,4%), to a small extent by private organisations (N=32, 20,5%) and in some cases by churches (N=11, 7,1%).

Respondents could select multiple sources of funding, so hybrid models are also present in the sample. Regarding their establishment, the range is broad as there are both old (1367) and relatively new (2019) participating institutions. The participating universities cover all ISCED areas in their educational offering. Regarding their orientation, the sample ranges from purely research-focused to purely teaching-focused institutions (the majority of respondents leaning towards a balanced approach: N=67, 43%, while remaining institutions are in higher number on the teaching-orientation side (N=66, 42,3%) and only a handful of institutions are solely research-oriented (N=23; 14,7%)). Overall, we can conclude that our sample is diverse, following the aim of the research as variance maximisation can ensure to have a broad overview of existing practices.

The exact details of the sample are available from the initial report in the table of the B section and the tables of the L section.

03 Main findings

Learning and teaching strategy

The majority of institutions report that they have a strategy on various issues around teaching and learning (between 80% and 90%). The proportion of institutions reporting to have generic learning goals is slightly lower (70%). Czech universities and teaching-oriented universities focus most on general learning goals. In terms of funding, the universities reporting to have such a strategy are relatively similar. Summarizing the open text answers, we can conclude that Teaching and Learning strategies are mainly related to general (e.g. institutional strategy) or specific strategies (e.g. digitalization strategy, internationalisation strategy) and quality assurance processes.

Table 1. Dedicated strategy for teaching and learning in responding HEIs

Is there a dedicated strategy for teaching and learning at your institution regarding...	Yes		Uncertain		No	
	N	%	N	%	N	%
the quality of teaching and learning in general	128	83.7%	17	11.1%	8	5.2%
(generic) learning goals for students (e.g. like goals regarding use of ICTs, EUs green deal, UNs sustainable development goals, equality, ...)	99	68.8%	32	22.2%	13	9%
assessment of students	122	82.4%	13	8.8%	13	8.8%
teachers (e.g. job entry requirements, staff development, teaching performance, ...)	137	90.1%	9	5.9%	6	3.9%

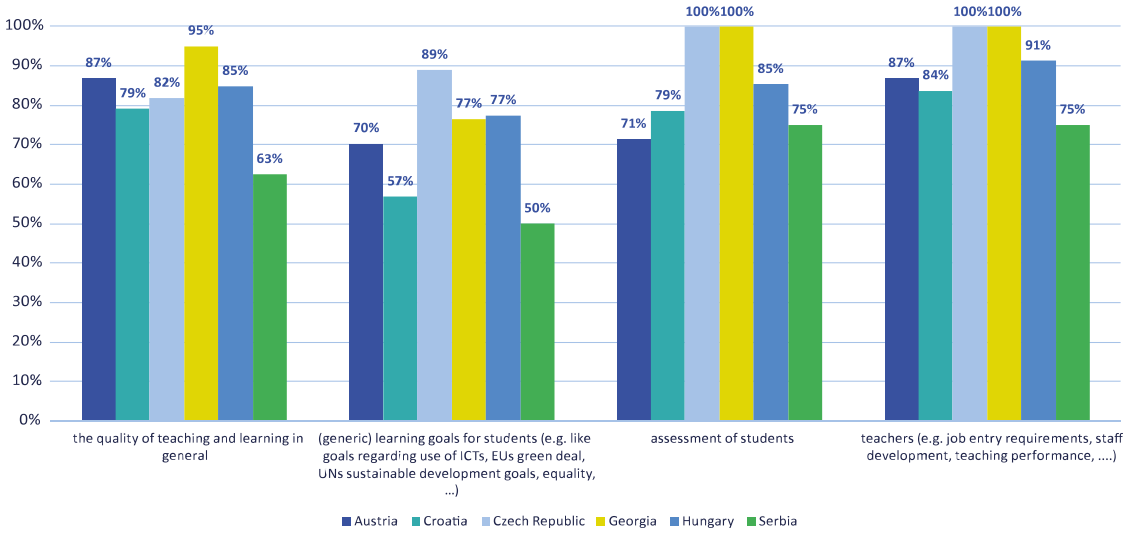

Figure 6. Dedicated strategy for teaching and learning by country

Overall, 72.8% of respondent universities report having a specific T/L approach, at Serbian and Austrian universities in greater proportion. There are no significant differences in funding and orientation.

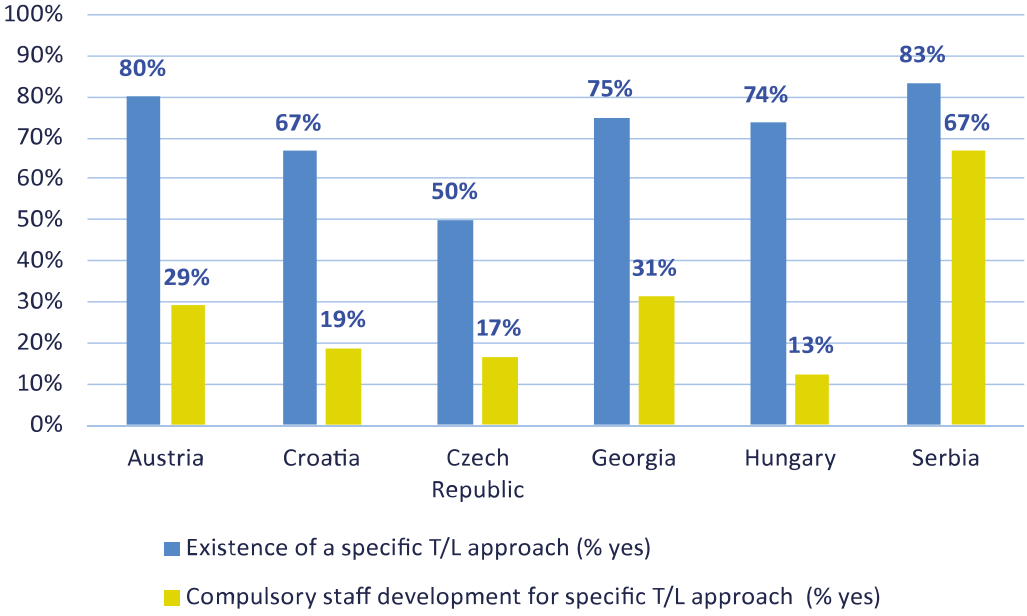

Figure 7. Existence of a specific T/L approach and compulsory staff development by country

Among specific teaching and learning approaches, mainly learner-centred/student-centred teaching and learning were mentioned. Nevertheless, problem-based, practice-based and project-based approaches are also popular.

There are two kinds of support mechanisms that seem to emerge: student services (awards, scholarships, rewards, mentoring, career development etc.) and services for teaching staff (teaching awards, pedagogical support, teaching and learning courses, peer-support, rewards and promotion).

In the context of teaching strategy, respondents were also asked about the involvement of students in various settings around T/L: students are mainly involved in decision-making processes through representatives in different bodies. A smaller number of respondents (N=39) highlighted informal ways to involve students in decision making (e.g. open forums, programmes, debates, projects, scholarship programmes and mentorship groups). They build on students' feedback (survey, focus group) and emphasize the role of Student Unions.

Respondents indicated mainly voluntary (70%) staff development regarding the specific T/L approach. Austria, Croatia and Hungary reported that this is mostly compulsory. There are no significant differences regarding funding and orientation.

Good practices identified in this section:

Table 2. Good practices in the Learning and Teaching Strategy section.

ID	Country	University	Short description
714	Hungary	Corvinus	The Senate has recently accepted the Academic Career Path Model, which establishes three academic career paths for faculty: (a) research-focused, (b) teaching-focused, and (c) balanced.
712	Croatia	Faculty of Medicine, University of Rijeka	Peer-review teaching evaluation
356	Austria	University of Graz	Teaching Skills Assessment, Teaching Portfolio (only in German)

Student engagement

Students' voice is an important aspect of evaluating teaching and learning, therefore the benchmarking questionnaire focused on the topic of student engagement, especially on barriers and the issues of diversity.

Barriers to student engagement in the view of the respondent universities are mainly time constraints, the passivity of students and their lack of initiative and interest.

Regarding the diversity of students, only 69,1% of universities indicated that they have a specific approach to dealing with diversity. On the other hand, 81,8% of respondents indicated that teachers are required to deal with student's diversity, but only 72,5% reported that teachers and students receive the appropriate support. A similar proportion of universities in different countries reported that there are specific approaches to dealing with diversity in their institutions and that teachers are required to deal with student diversity. Regarding support, Croatian and Serbian universities reported in a smaller proportion that students and teachers receive appropriate support. There are no compelling differences regarding funding and orientation.

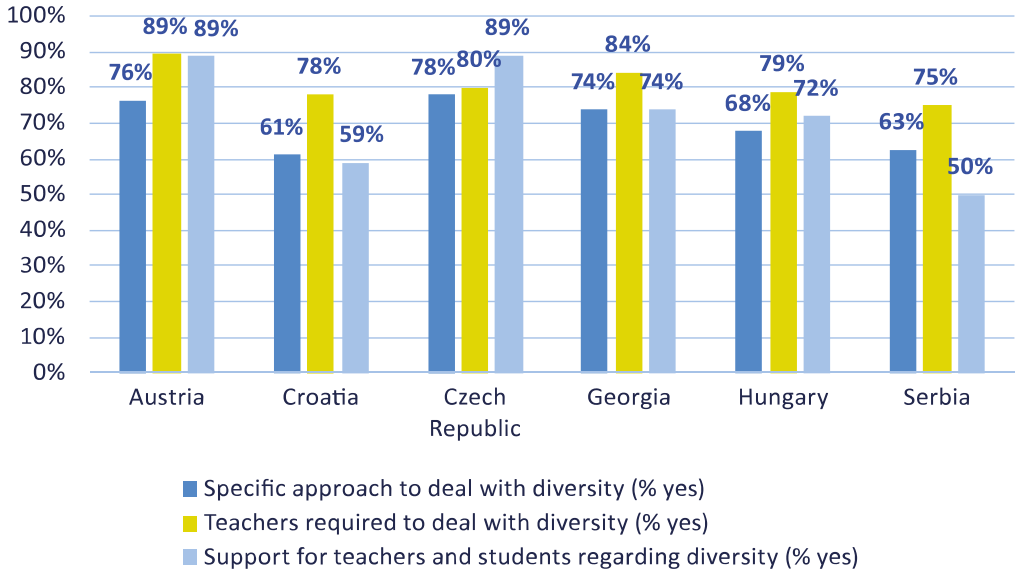

Figure 8. Diversity issues by country.

Specific approaches include different policies and regulations. There are courses, workshops, training courses (e.g. languages courses) and language support in place and many respondents mention courses, workshops and training on how to deal with students with disabilities/special needs. To a smaller extent, other issues like gender, international students or refugees also emerge. Several universities offer some sort of training/workshop on these issues or they apply individualized solutions. Several universities have an ombudsman, representative, officer or commissioner in charge (N=18). Good practices include mentoring, peer mentoring (N=13), support centres (N=8), talent support (N=7), counselling (N=6) or sensitization (N=4).

The majority of respondents indicated that they have specific ways in which students are involved in enhancing teaching and learning experiences. Serbian universities report this in smaller proportions, while state-funded universities report this in greater proportions. There are no important differences regarding orientation. The answers mainly suggest that student involvement is solved through course evaluation/satisfaction surveys.

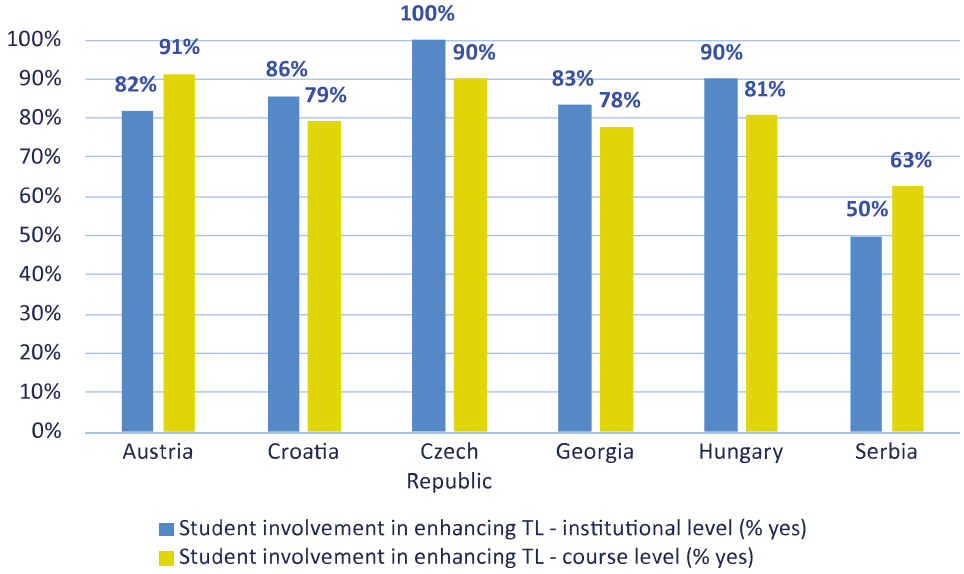

Figure 9. Student involvement in enhancing T/L by country.

Good practices identified in this section:

Table 3. Good practices in the Student Engagement section.

ID	Country	University	Short description
519	Croatia	European Business School Zagreb	Student start Ltd. companies with the support of HEI and these are monitored during the study years. Students have the opportunity to take ownership of the Ltd. upon graduation.
655	Austria	St. Pölten University of Applied Sciences	Students are part of curriculum development teams.
665	Hungary	John von Neumann University	Measuring input competencies. Catch-up programme. Learning support programme. Equal opportunities plan and programme.

National Requirements and European Trends

Respondents were asked whether their T/L strategy is influenced by national or European requirements. Only a part of the respondents reported that their T/L approaches are fully dependent on national or other external requirements/policies (39,1%). Croatian and Serbian universities report this in a higher proportion and there are no significant differences regarding funding and orientation. Respondents mainly refer to national laws or institutional development plans/strategies. Some also mention: The Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), the Bologna process, the Europe2020 strategy, National Qualification Frameworks (NQFs), the European Higher Education Area and the European Research Area (EHEA, ERA), United Nations Sustainable Development Goals (UN SDG) and the Erasmus programme.

Table 4. The dependence of T/L approaches and strategies on national policies at responding HEIs.

	Fully		To some extent		Not at all	
	N	%	N	%	N	%
Are your T/L approaches and strategies depending on national (or other external) requirements or policies?	59	39.1%	86	57%	6	4%

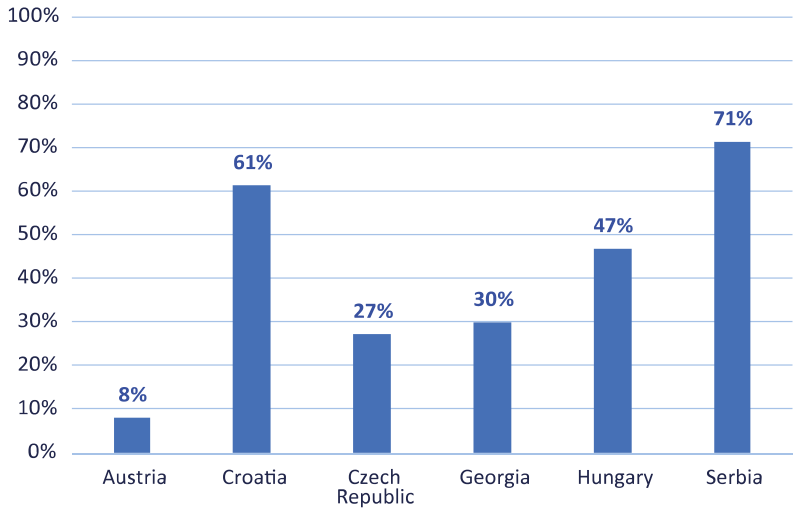

Figure 10. T/L approaches depending on national policies by country.

The most important trends respondents focus on are learning outcomes, Bologna tools and quality assurance. The least important trends are micro-credentials, open science and recognition of prior learning.

Table 5. Importance of different trends by country.

Areas	Overall mean	By country					
		Austria	Croatia	Czech Republic	Georgia	Hungary	Serbia
focus on learning outcomes	1,45	1,58	1,22	1,64	1,11	1,74	1,38
focus on EHEA/ Bologna tools (ECTS, diploma supplement, etc)	1,54	1,75	1,31	1,55	1,11	1,94	1,14
focus on quality assurance	1,57	1,79	1,41	1,36	1,05	1,91	1,50
focus on student centred learning	1,58	1,69	1,49	1,91	1,11	1,76	1,50
focus on international-isation (including mobility goals, new ways of international cooperation)	1,68	1,76	1,64	1,55	1,42	1,94	1,25
focus on employability	1,77	2,00	1,53	2,00	1,58	1,88	1,75
focus on digitalization	1,82	1,84	1,76	1,82	1,84	1,88	1,88
focus on innovative pedagogical approaches	1,88	1,76	1,91	2,00	1,47	2,06	2,25

Areas	Overall mean	By country					
		Austria	Croatia	Czech Republic	Georgia	Hungary	Serbia
focus on social dimension and inclusion	1,96	1,73	1,80	2,36	1,89	2,41	1,63
focus on LLL	2,08	2,14	2,00	2,71	1,89	2,00	2,38
focus on innovation and entrepreneur-ship	2,19	2,36	2,16	2,36	1,84	2,24	2,00
focus on third mission (societal needs, knowledge transfer, ...)	2,27	2,32	2,30	2,27	1,84	2,42	2,29
focus on STEAM	2,41	2,33	1,89	3,00	2,75	2,83	2,60
focus on recognition of prior learning	2,50	2,92	2,38	2,40	1,83	2,53	2,71
focus on open science, citizen science	2,63	2,71	2,54	2,09	2,56	3,10	1,86
focus on micro credentials	3,16	3,75	2,62	3,43	3,00	3,13	3,33

Notes: 1 ... very important - 5 ... no issue; Data are sorted by ascending overall means, cells are highlighted automatically based on their values. The top 3 priorities are highlighted in yellow for each country.

Quality Management and the evaluation and assessment of teachers

Regarding the effects of T/L strategies, respondents provided many references to the general evaluation of teaching and learning and/or to general quality management aspects. Specifically, there are many references to various general surveys (course

evaluation, teacher evaluation, general surveys). Most respondents reported that they have a framework for the evaluation of academic staff. There are no important differences regarding country, funding or orientation.

Table 6. Framework for assessment of academic staff in responding HEIs.

	Fully		To some extent		Not at all	
	N	%	N	%	N	%
Is there a dedicated framework or process for the evaluation and assessment of academic staff at your HEI?	134	87.6%	13	8.5%	6	3.9%

The focus of the evaluation is mainly teaching, but to a great extent research performance and assessment of students is also in focus. To the least extent, the focus of evaluations is innovation/entrepreneurship, third mission and equity. Unique patterns emerge regarding country, funding and orientation.

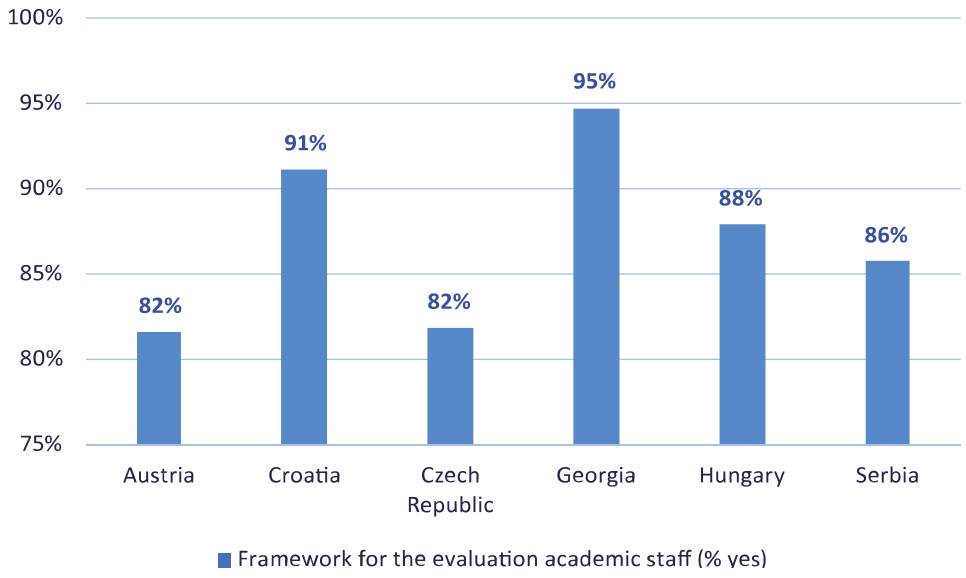

Figure 11. Framework for the evaluation of academic staff by country.

Table 7. Different focus areas of assessment by countries.

	Austria	Croatia	Czech Republic	Georgia	Hungary	Serbia
1.	Teaching	Teaching	Teaching	Teaching	Teaching	Teaching
2.	Research performance	Professional experience and knowledge, mastery of the academic discipline	Research performance	Assessment of students/ learning outcomes	Research performance	Professional experience and knowledge, mastery of the academic discipline
3.	Specific teaching approaches/ methodo-logies	Assessment of students/ learning outcomes	Internatio-nalisation	Curriculum development and planning of the learning process and the outcomes	Assessment of students/ learning outcomes	Supervision/ mentoring of students

Regarding methods, they are mainly general student surveys, which are regular, structured and obligatory. While students are the most involved in these evaluations, stakeholders are the least involved. In Hungary, heads of departments are more involved than in other countries. Peer participation is more common in non-state funded universities. Regarding the use of the results of these evaluations, students, peers and stakeholders use these least and the evaluated person themselves, the department heads and HEI management use these the most. In Georgia HEI management uses these results the most, compared to other countries, the same is the case with non-state funded universities.

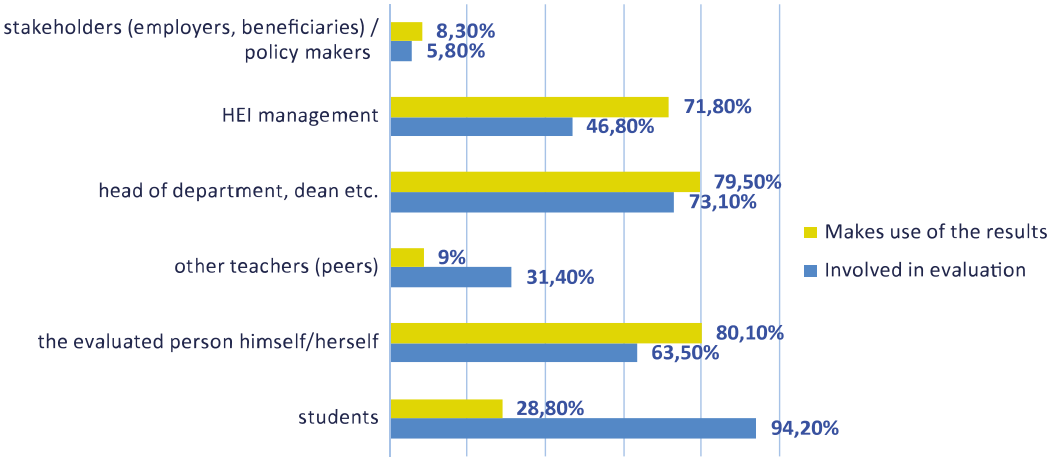

Figure 12. Percentage of HEIs who reported that given stakeholders are involved or make use of evaluation results.

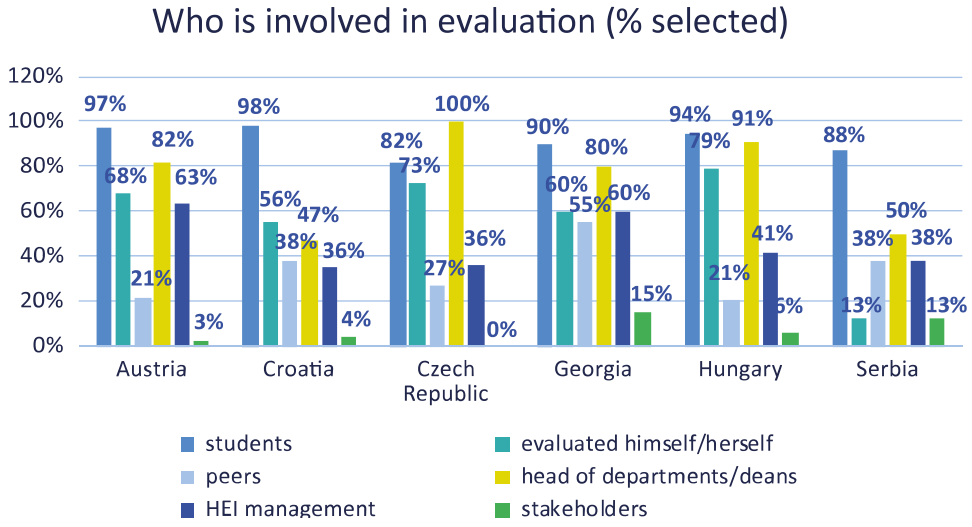

Figure 13. Stakeholders involved in evaluation by country.

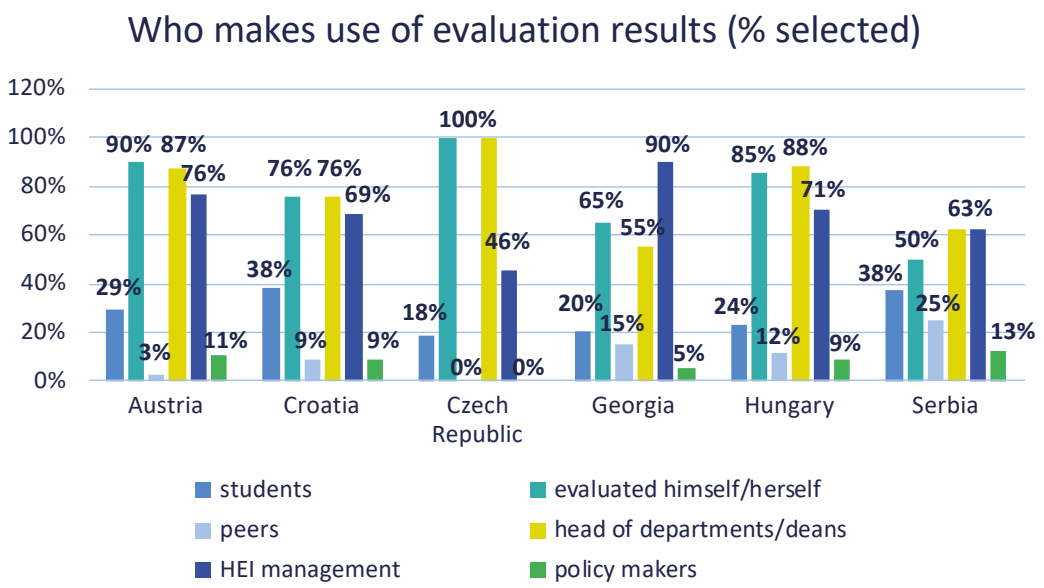

Figure 14. Stakeholders who make use of evaluation results by country.

Out of the 126 usable answers more than half of the respondents indicated that the results of evaluation/assessment are considered in promotion/tenureship decisions. Half of the respondents stated that results are used for professional development. Around one-third of respondents mentioned the termination of employment as a possible consequence (some emphasized that this is used only in the most extreme cases, or it means that the teacher is not allowed to teach that specific course again).

Students can share their perceptions mainly through course evaluation surveys. Only a few cases were mentioned involving qualitative measurements (e.g. focus groups, quality circles and other qualitative processes). Respondents reported no changes (~50%) or shift to an online setting due to the coronavirus crisis regarding assessments. The main limitations of these assessments according to the respondents are the low response rate, the poorly defined processes and the lack of consequences. Few respondents indicated the lack of support from teaching staff, the lack of resources, the lack of communication and use of results, the lack of understanding of assessment processes and systems and the time-consuming nature of assessments as main barriers. Many answers indicated that a more sophisticated system could better serve their strategic needs (e.g. creating a multi-parametric system for a heterogeneous institution).

Good practices identified in this section:

Table 8. Good practices in the Quality Management and the evaluation and assessment of teachers' section.

ID	Country	University	Short description
714	Hungary	Corvinus	What is already being done is that faculty who receive sub-standard student evaluation need to participate in a coaching programme with an expert in T&L in HE: the process involves individual problem diagnosis, goal setting, trainings/ workshops and developmental feedback.
702	Croatia	Sveučilište u Rijeci	Upon receiving low grades, the teacher is obliged to perform self-evaluation and report it to QA bodies. For the next academic year, this academic's work in T&L is mentored by a peer (from the same area of expertise), who also produces a report on the mentoring process. The academic is suggested to take part in professional development educational programmes.
455	Hungary	Moholy-Nagy Művészeti Egyetem	The students can share their feedback and perceptions about the teacher's work/performance and about the course itself as well in the student satisfaction surveys. These surveys are conducted by the teacher who can choose one suitable tool from a collection of questionnaires, or he/she can even create his/her own survey based on university guidelines. The results of these evaluations are expected to be shared with the quality management system.
415	Croatia	Sveučilište u Zagrebu Farmaceutsko-biokemijski fakultet	students can evaluate the course at the end of the semester if the teacher gives them a survey. Every 3 years each teacher is evaluated for their teaching performance. At the end of the 5 -year program each students takes a 70- question questionnaire to evaluate the whole study programme.
384	Georgia	ევროპის უნივერსიტეტი	Due to the pandemic and e-learning, the university developed special rules for quality assurance of e-learning mechanisms and approaches. Applying the rules, it also developed a student e-learning assessment questionnaire, which is used as an evaluation form during the Corona crises.

Skills and competencies of teachers

Participants were questioned regarding entry-level and promotion requirements. Respondents mainly indicated that mandatory entry requirements usually are the qualification of candidates, research performance and language skills. For promotion, mandatory elements include internationalisation, third mission and participation in staff development. There are differences regarding entry-level requirements between countries: Austrian and Serbian universities focusing more on pedagogical skills, in addition, Serbian universities pay more attention to evaluation results. Regarding promotion, Czech and Hungarian universities pay more attention to pedagogical skills, Czech universities also focus on the third mission. Research performance is more in focus for entry-level in state-funded universities. For promotion, state-funded universities pay more attention to pedagogical skills.

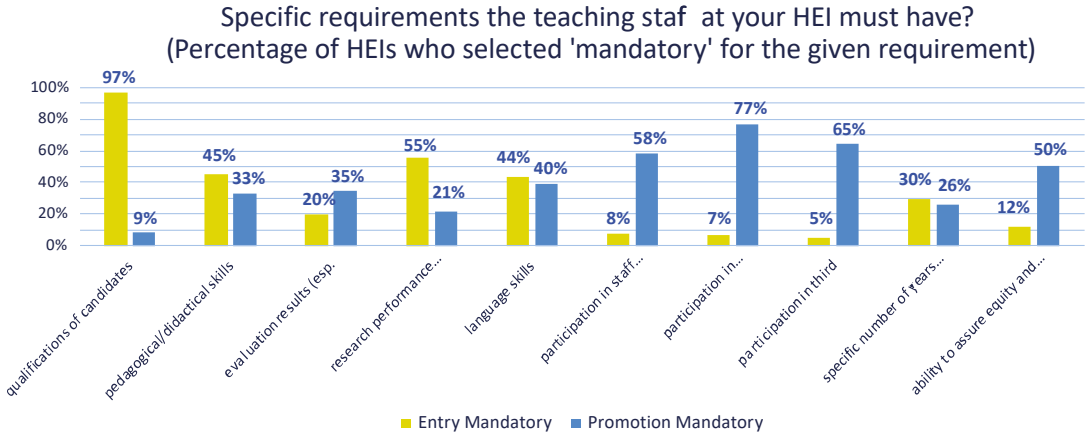

Figure 15. Entry and promotion requirements.

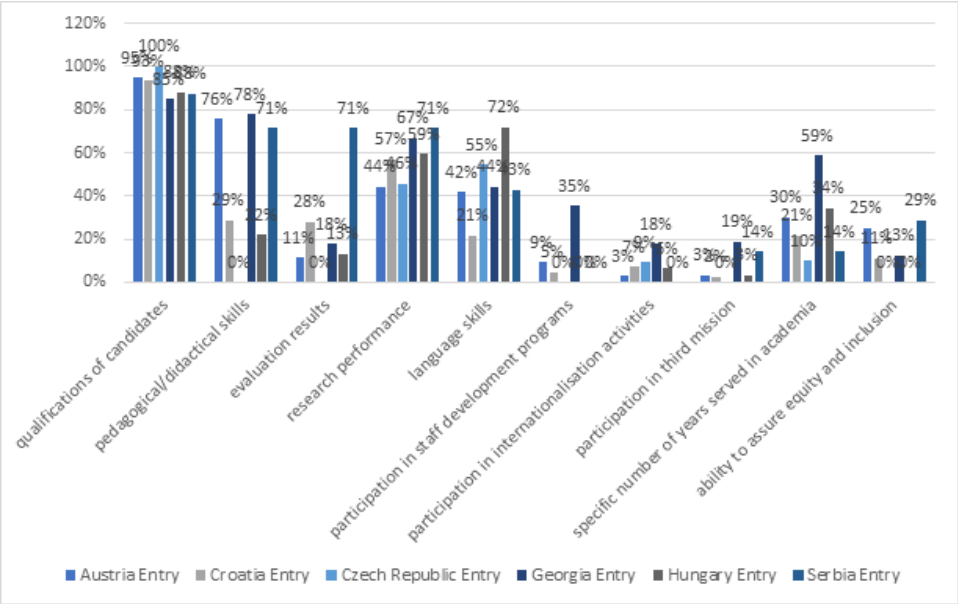

Figure 16. Entry recommendations by country.

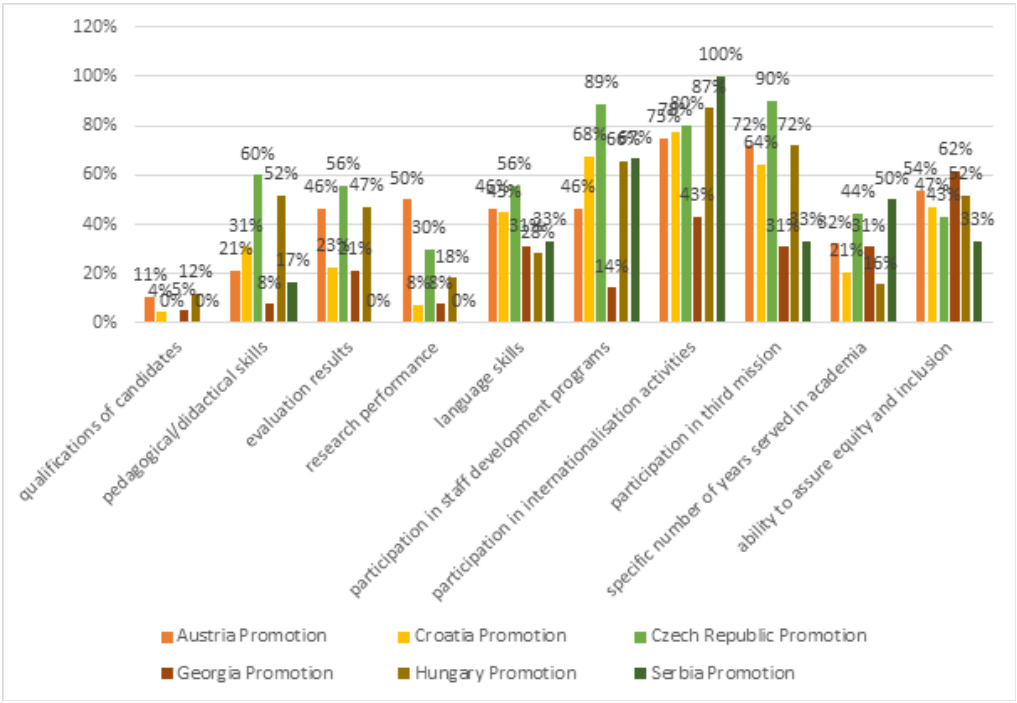

Figure 17. Promotion requirements by country.

Teacher training – staff development

In general, universities reported that staff members at different levels have teacher training experience (43-59%) but with a great standard deviation (31-34%). Austrian universities, non-state- funded and more teaching-oriented universities reported higher percentages.

Whether there are offerings of academic staff development programmes, universities mainly reported programmes at the HEI or faculty level (40-67%, other than on a national level), only 7,7% reported that there are no such programmes. The results are similar across countries, orientation and funding.

Table 9. The offering of academic staff development programmes.

Does your institution offer any academic staff development programmes?	Selected	
	N	%
no programme at all	12	7.7%
following a national model	28	17.9%
programmes on HEI level	93	59.6%
programmes on faculty or department level	73	46.8%

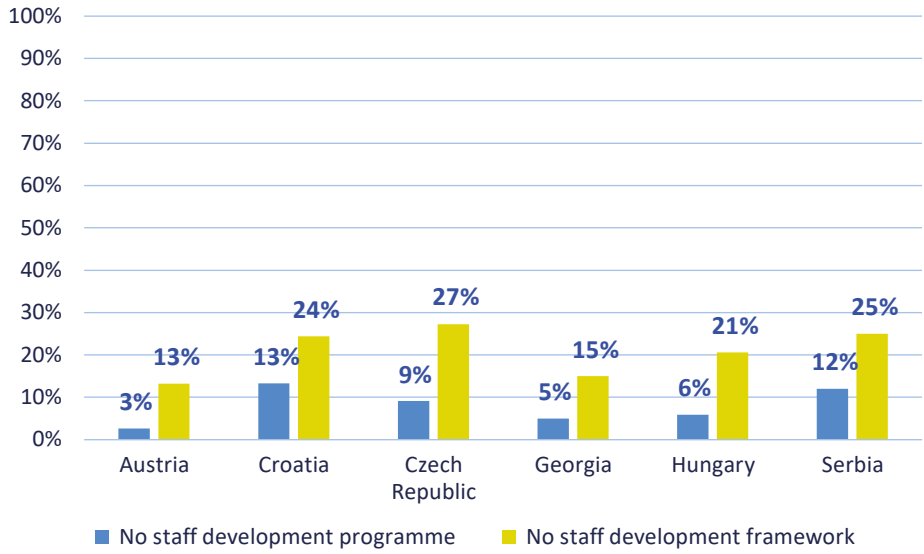

Figure 18. Existence of staff development programmes and frameworks by country.

Regarding the open-ended question, on whether there is a unique staff development approach, nearly 50% of respondents indicated that there is no such approach. Among those who indicated a positive answer, it was mainly about specific courses, training courses or workshops, usually not specified further. Regarding collaboration with other institutions in the provision of such programmes, nearly 30% of respondents indicated that there is no such collaboration. In cases where there is, it is mainly with other HEIs (usually from the same country). To the very specific question about possible support for researching their teaching approaches, nearly 50% responded that they do not have such support in place. Where there are examples of such practice, they indicated support for a conference presentation, research grants and support for publication. Regarding the consequences of the corona crisis on staff development, 25% did not mention any change of this kind and the remaining answers indicated a shift to an online form.

Hindering factors of staff development were mainly the lack of time, motivation and high workload.

Respondents stated in a large number (49,4%) that they have a framework of staff development model mainly on the HEI level, while respondents from Croatian and Serbian universities indicated in greater numbers to follow a national framework.

Table 10. Presence of staff development frameworks in responding HEIs.

Does your institution have something similar to a skills development model or a staff development framework or a framework to evaluate teacher's performance or a framework for career progression?	Selected	
	N	%
there is no such model	31	19.9%
following a national framework	47	30.1%
framework on a HEI level	77	49.4%
framework on faculty or department level	37	23.7%

Regarding the presence of staff development incentives, 77% of respondents stated that there are some incentives in place. Georgian universities reported this in fewer numbers, state-funded universities in greater numbers. The specific incentives from the open-ended questions included teacher awards, sabbatical and promotion.

Table 11. Incentives for teachers at responding HEIs.

	Yes		Uncertain		No	
	N	%	N	%	N	%
Are there any specific incentives for teachers at your institution? (e.g. teaching awards, sabbaticals, specific support models, promotion, ...)	107	77%	13	9.4%	19	13.7%

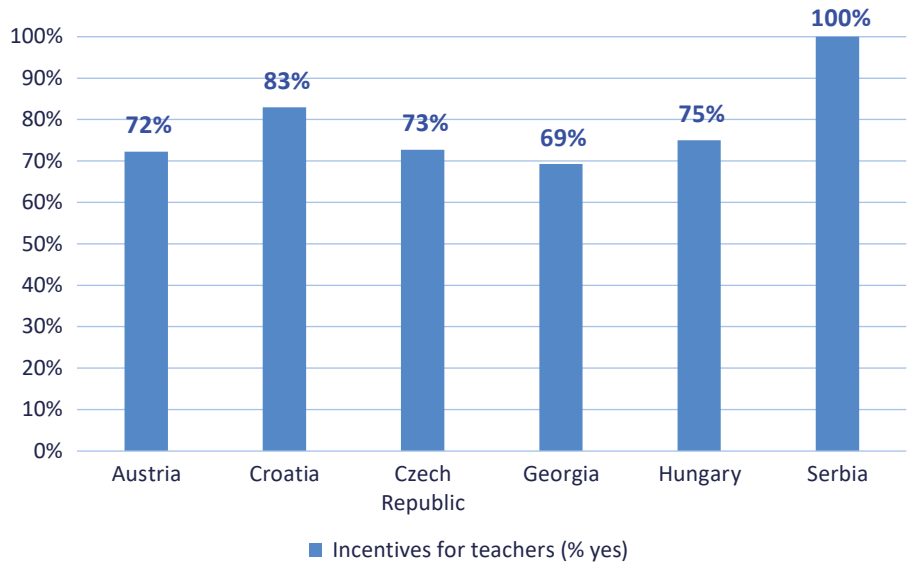

Figure 19. Incentives for teachers by country.

Good practices identified in this section:

Table 12. Good practices identified in the Teacher training - staff development section.

ID	Country	University	Short description
406	Austria	university of teacher education	work shadowing
441	Croatia	University of Zagreb faculty of Civil Engineering	The faculty finances additional education and training of employees (assist., assoc. and full professors, assistants and young researchers) from its own funds with the amount of approx. 15.000,00 €. Few times a year workshops for teachers are organized on the topic of learning styles, principles of dynamic presentation, techniques and tools of group work, teaching techniques that increase student involvement and motivation, giving and receiving constructive feedback, basic mentoring principles and competencies and principles of project work.

362	Austria	MCI, The Entrepreneurial School	The MCI yearly teaching award. As of next year, MCI will also award a specific award for online teaching.
278	Hungary	University of Nyíregyháza	We have created the Top 10 Excellence List to help reward our teachers.
	Hungary	KRE	KRE Community days: a one-week training programme at university level. It is a week when no regular/curricular classes are scheduled, but a wide range of training programmes, workshops and lectures are offered both to students and staff, e.g. teaching methodology courses, Moodle courses, stakeholder forums, mock job interviews, etc.

Teacher and Student Support Centres

Support centres are mainly present in the respondents' universities, 66,4% reported that there are student support centres, 44,8% reported that they have teacher support centres and 58,6% reported that they have teaching enhancement via curriculum development. Austrian universities reported in greater numbers the existence of teaching support centres, while Czech, Hungarian and Serbian universities seem to have more student support centres.

Table 13. Presence of teacher and student support centres at responding HEIs.

	Yes		Uncertain		No	
	N	%	N	%	N	%
Does your institution have a teacher support centre, focusing on pedagogy, didactics etc.?	64	44.8%	9	6.3%	70	49%

	Yes		Uncertain		No	
	N	%	N	%	N	%
Does your institution have something similar to a student support centre; focusing on learning support, didactics, etc.?	95	66.4%	12	8.4%	36	25.2%
Is there an approach of teaching enhancement via programme or curriculum development at your institution?	75	58.6%	24	18.8%	29	22.7%

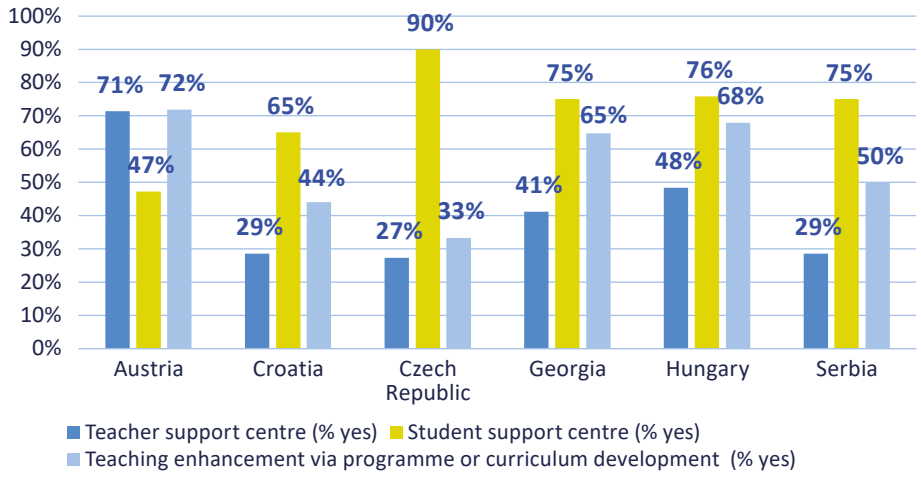

Figure 20. Teachers and student support centres by country.

Teacher support centres - according to the open-ended answers - mainly provide training and workshops, particularly focusing on digital competencies and counselling. Regarding the corona crisis, these activities are shifted to online delivery and universities reported an increased number of digital support and specific training.

Student support centres according to the open-ended answers, mainly provide guidance and counselling, talent development and career guidance, language courses, learning support and help in academic writing. Due to the corona crisis, universities reported more counselling (especially related to mental health).

Regarding curriculum development, answers mainly mention a university body (senate, curriculum committee) that describes a general process of how they modify or enhance curricula. The majority of responses indicate the continuous nature of curriculum development and revision, often addressing accreditation and quality issues. Specific aspects of curriculum development contained the involvement of stakeholders and labour market feedback and research on the quality of degrees as well.

Good practices identified in this section:

Table 14. Good practices identified in the Teacher and Student Support Centres section.

ID	Country	University	Short description
303	Georgia	Free University of Tbilisi	The Faculty Development Manager is tasked with assessing and meeting the development needs of academic and teaching staff.
103	Austria	University College of Teacher Education Styria	Barcamps as peer learning activities and an online course to exchange good practices
336	Georgia	David Tvildiani Medical University	The University has had a "Peer-to-peer Support Centre", for many years. The support model is that senior students are assisting freshmen in the learning process of basic medical sciences. Remembering the facts "how hard" and "what was" so hard for them and how to deal with it. Currently this format is expanded: The university has created a student and young scientists scientific association, which organizes conferences and helps students to prepare and present scientific abstracts related to basic medical sciences too.
707	Austria		Establishment of a Corona-hardship fund as well as the establishment of the possibility to borrow musical instruments for home schooling.
425	Austria	Vienna University of Economics and Business	A rather unique stakeholder oriented and workshop driven approach to programme evaluations

Further aspects, general limitations, supporting documents

In addition to previous answers, respondents highlighted unique approaches like peer teacher observation and mentoring. Besides previously mentioned hindering factors, in the last section, respondents emphasised the lack of money, motivation, time and staff as hindering factors in the effective enhancement of teaching and learning.

Good practices identified in this section:

Table 15. Good practices identified in the Further aspects section.

ID	Country	University	Short description
271	Croatia	Juraj Dobrila University of Pula	We started with collaborative peer teacher observation.
331	Hungary	Kodolányi János University	PIQ and LEAD model.
363	Hungary	University of Dunaújváros	Students Success Support programme (in English)
372	Georgia	Ivane Javakhishvili Tbilisi State University	We would also like to share the process of internal peer review in the programme development and evaluation process that we also think is the specific approach that is used at our institution and helps the development of the quality of teaching and learning. Please, see the link
425	Austria	Vienna University of Economics and Business	WU Scholarship of Teaching and Learning Programme

Lessons learnt and recommendations

Policy documents reviewed at the beginning of this report highlighted the importance of the recognition and support of quality teaching and providing opportunities for enhancing teaching competencies. The importance of these elements is mirrored in our benchmarking exercise.

Previous inquiry in the topic highlighted a low number of higher education systems that have a dedicated (institutional or national) strategy/framework for teaching and learning. In contrast, in our study, the majority of institutions report a strategy on various issues around teaching and learning (although not having defined the requirements for such a strategy).

In summary, we can see a diverse landscape among the examined variables in the participating countries. On a general level, HEIs show strong commitment towards a strategic approach to teaching and learning, although their scope, focus and emphasis differs.

Most respondents reported that they have a framework for the evaluation of academic staff. The focus of the evaluation is mainly teaching, but to a great extent research performance and assessment of students is also in focus. To the least extent, the focus of evaluations is innovation/entrepreneurship, third mission and equity. Unique patterns emerge regarding country, funding and orientation.

Regarding methods, they are mainly general student surveys, which are regular, structured and obligatory. Students are the most involved in these evaluations, while stakeholders are the least involved. Results are mainly used for promotion and rarely for other purposes like termination of employment, creating a professional development plan etc.

Another issue mentioned was that in most cases regular evaluation is built solely on student feedback surveys. Our findings reflected these results as well. Qualitative measurements (e.g. focus groups, quality circles and other qualitative processes) were mentioned only in a few cases and many answers indicated that a more sophisticated system could better serve their strategic needs (e.g. creating a multi-parametric system for a heterogeneous institution).

Although in practice, these are implemented in mono-methodological ways, mainly in student evaluation surveys, we could identify initiatives going beyond these constraints as is evident from the list of good practices in a few cases.

Besides evaluations with student surveys, students are also involved in different decision-making bodies (usually mandated by law). Nevertheless, they are often criticised due to the lack of understanding, motivation and time for participation. which suggests that there is room for improvement in the adequate utilization of students' voices.

When there are offerings of academic staff development programmes, universities mainly reported programmes at the HEI or faculty level (40-67%). 50% of respondent universities do not have a unique staff development approach. Respondents stated in a large number (49,4%) that they have a framework of staff development model mainly on the HEI level. Regarding the presence of staff development incentives, 77% of respondents stated that there are some incentives in place.

Given the results of the PROFFORMANCE survey, we still see the potential for further improvements in staff development, the adoption of evaluation systems. PROFFORMANCE contributes to the usage of this potential by:

- offering an assessment system that
  - considers the various roles of teachers
  - coherently links together different sources of information
  - includes various stakeholders, increasing their engagement towards the use of the system
  - is methodically sound
  - finally suggests a set of potential consequences.
- a respective development system that
  - integrates into existing T&L strategies and (inter)national policy recommendations
  - ensures the enhancement of the teaching and learning experience and labour market relevance
  - serves as a diverse incentive system as well

04 Recommendations

Considering these general elements, based on the policy documents and literature reviewed and the results of the benchmarking, we can recommend the following actions for the project to take into consideration regarding the planning of a new performance management system.

Consider creating a separate teaching and learning strategy (with strong connections to institutional strategies, such as digitalization, internationalization, quality assurance) focusing on the quality of teaching and learning, generic learning goals, assessment of students and teachers (e.g. job entry requirements, staff development, teaching performance). Elevate the issue of teacher performance appraisal to a strategic level and link with teaching and learning strategy.

Consider creating an Academic Path Model that establishes clear career opportunities for academic staff, with the possibility of special tracks (e.g. research-focused, teaching-focused, balanced) building on the results of assessing teachers' competencies, with the possible use of teaching portfolios.

Adopt a specific teaching and learning approach (e.g. learner-/student-centred teaching and learning, problem-/project- and practice-based approaches etc.) that is suitable for the institutional/disciplinary context of the HEI. Provide staff development opportunities for this specific teaching and learning approach. Embed the teaching and learning approach and staff development into the teaching and learning strategy.

Provide support for teachers and students regarding teaching and learning issues at your HEI:

- Services for students: awards, scholarships, rewards, mentoring, career development etc.
- Services for teaching staff: teaching awards, pedagogical support, teaching and learning courses, peer-support, reward and promotion

Respondents reported in a high proportion that they involve students in enhancing teaching and learning either at institutional level or at course level. The results indicate that student involvement is an important issue that most universities consider a strategic point. The benchmarking exercise proved the importance of this area, and the results offer opportunities to further develop and leverage student involvement.

Create a culture of „listening" focusing on involving students' voice in strategic issues regarding teaching and learning. Besides formal opportunities (student representatives in different decision-making bodies, role of Student Unions etc.), provide opportunities for informal ways (e.g. open forums, programmes, debates, projects, scholarship programmes, mentorship groups). Strengthen evidence-based decision making by acting on results of students' feedback (e.g. survey, focus groups).

Students are the most important stakeholders and consumers of higher education; therefore their involvement and engagement must be ensured as a strategic priority. Focus on removing barriers for student engagement in contributing to the strategic aspects, data-gathering and decision making. Allocate dedicated time for student feedback to minimize time constraints (e.g. last occasion of every course), incentivise their involvement (e.g. possibilities to win a prize, provide administrative benefits such as priority course-scheduling etc.). Consider setting up measurement points not only at the end of the academic year but during the middle of the semester as well. This will allow room for correction that directly affects the current students, therefore makes their contributions more meaningful.

Social inclusion and social responsibility are important missions of the higher education according to important policy documents related to the Bologna Process. Our results indicate that in the majority of respondent HEIs teachers are required to deal with student's diversity, but there is a lack of support for teachers and students and even fewer instances of a specific approach to deal with diversity. Therefore, we suggest that in performance management systems, institutions focus on the support of teachers and students as well regarding a broadly defined range of diversity issues that is relevant to their institutions (language support, disability/special needs, gender, international students, refugees etc.) with possible solutions like employing an ombudsman or representative officer, offering mentoring, setting up support centres, providing counselling and sensitization training.

Although the European Union is very active in providing guidance and policy recommendations through various processes to higher education institutions, it seems that teaching and learning approaches at responding HEIs are rarely fully dependent on these policies, in general, HEIs do not usually follow a high-fidelity approach. It may be worth considering this and offer such a highly customizable performance management system for HEIs that respects the professional autonomy and national characteristics of the institutions and allows for a flexible adaptation. As the most important trends for responding HEIs are the focus on learning outcomes, the Bologna tools and quality assurance, it would be important to consider the performance management system in connection with these elements, embedding the trends in the system. Therefore, the new performance management system could be introduced as a new quality assurance tool to foster the implementation of the Bologna tools and help realise intended learning outcomes. This kind of introduction bears important recommendations regarding the communication of the project.

Further supporting our recommendations to embed performance management systems in line with existing quality assurance processes as respondents reported to a higher extent that they have a dedicated framework for the evaluation of academic staff at their institutions (87,6%). Existing evaluation frameworks focus - besides teaching - on specific teaching approaches/methodologies, assessment of students/ learning outcomes, professional experience and knowledge, mastery of the discipline, curriculum development and planning of the learning process and the outcomes, internationalisation and research performance. These elements can form a common core for the future performance management system as they are usual across responding HEIs. At the same time other areas like innovation/entrepreneurship, third mission and equity are gaining less focus. Regarding the new performance management system, it is worth considering a modular approach with core and supplementary elements (which would allow for the previously recommended flexibility) where institutions can build their tools selecting the most appropriate themes they wish to focus on. Other supplementary elements can be boosted with a call for good practices and proposals, providing innovation funds to support small project implementation and experimentation with these themes and also research and development and other communication projects to raise awareness towards these elements.

Besides the focus of performance management, benchmarking provides suggestions for other aspects that might be considered regarding a teacher appraisal system. As

claimed by the respondents, it seems that this area is mainly covered by regular, structured, obligatory general student surveys. The benchmarking also highlighted that students are the group who are most involved in evaluations, followed by heads of departments and the evaluated persons themselves. In accordance with modern theory and research methodology, in order to ensure the validity and reliability of measurement it would be important to consider multiple methods and multiple sources of information. Without exercising excessive limitations, the new performance management system should allow for the use of different tools (e.g. questionnaires, interviews, analysing already existing data, observation etc.) and gather information from different groups (students, the evaluated person, peers, heads of departments, HEI management, stakeholders etc.). A matrix of themes, tools and stakeholders can be envisioned along which institutions can freely combine elements and make their performance management system. This flexibility must be supported by professional recommendations as well.

Apart from involving different stakeholders, their engagement should be ensured as well to avoid possible pitfalls reported in the literature regarding these measurements (e.g. biases). To ensure buy-in from different stakeholders the new performance management system should be implemented by involving the stakeholders, by communicating its goals and functions. We recommend using general change management and implementation knowledge to realise a smooth transition. Besides these elements, it is worth considering possibilities on how to provide feedback to the different respondents, how they could use the results. If respondents see that participating in this process is worth their time, they are more likely to participate and provide detailed answers. Therefore, it must be considered what kind of opportunities are there process-wise besides the end-of-semester summative-like assessments. This would require thinking in a complex process that takes into consideration institutional characteristics (like the organisation of education) regarding the possibilities to involve formative-like assessment opportunities that would allow for corrections on the go which could incentivise stakeholders (e.g. students).

Furthermore, aside from themes, methods, stakeholders, periodicity, communication and functions it also necessary to emphasize what the possible outcomes/consequences of these evaluations are. According to our survey, general consequences apply: promotion, termination of employment. These consequences must be explicitly highlighted and communicated. We recommend paying more attention to the possibilities of linking performance management results with professional development, using the results

of the appraisal as a diagnostic evaluation that would help to put the professional development of teachers to a strategic approach in line with institutional goals.
It is also transparent from our survey that existing approaches are time- and resource-consuming as well. According to our recommendations, a multi-parametric, more sophisticated system should be designed which requires more time and resources so HEIs and governments should plan considering these and provide the necessary support that would remove the obstacles when implementing and realising the new performance management system. Reflecting on other reported pitfalls of the existing systems, the new performance management system should focus on clear and constant communication (about the system, the goals and the results), use processes as transparent as possible and explicitly identified consequences.

The benchmarking results showed that respondents use different criteria to a different extent regarding their entry and promotion decisions. Overall, for these decisions, the general qualification of candidates is taken into consideration: different elements are highlighted at a different degree in the given decisions. While classic or general performance indicators (like general qualification, research performance) are taken into consideration for entry purposes to a greater extent, other, more specific approaches entail the general overview for candidates regarding promotion (e.g. participation in staff development, internationalisation, third mission activities and ability to ensure equity). According to theoretical assumptions, it is beneficial if institutions clearly define entry and promotion criteria and link it to their performance management system. Therefore using a unified competence portfolio for the whole life cycle of their HR decision-making, involving entry, promotion, professional development etc. By linking performance management and promotion criteria together, higher performance could be incentivised by the performance management system. Our results highlighted that some kinds of consideration regarding pedagogical skills, language skills, participation in staff development programmes, participation in internationalization, participation in third mission activities, and the ability to assure equity are present in the participating HEIs, therefore they could be built into the new performance management system.

Regarding teacher training and staff development around 20% of respondents reported that they do not have a staff development framework, while only 7.7% reported that they have no academic staff development programmes. Addressing this gap, we recommend (in line with teaching and learning strategy) for institutions to adopt a staff development framework built on the new performance management system. According

to theory, to ensure better implementation, it is important to link new systems to existing systems and provide coherence between different processes. Therefore, we recommend building a staff development framework based on the characteristics of the performance management system and provide academic staff development programmes based on this framework (using the results of performance management as diagnostic assessment). We also recommend providing a formalised structure and processes in place regarding staff development, e.g. in a form of a Centre for Teaching and Learning, embedding it to the formal structure of the institution and providing a strategic decision-making power in terms of academics' professional development and related HR issues. Based on the results of the benchmarking, we recommend implementing this system on the HEI level (or at least on the faculty level) to provide a broader overview and ensure acceptance through leadership engagement. We also recommend providing various incentives for staff to ensure engagement and participation in professional development activities and to foster buy-in regarding performance management through professional development opportunities. The majority of our respondents (77%) have some sort of incentive system in place, but this can be further enhanced, and strategic links should be added to existing systems.

Further supporting our recommendations for creating a Centre for Teaching and Learning (or similar) is that only 44.8% of respondents stated they have a teacher support centre (and 66.4% stated they have a student support centre). To have a strategic approach to teaching and learning and to utilize this regarding teachers' performance management systems it is recommended to have a dedicated department or unit that is responsible for the area and is also accountable for providing support for teachers and students as well.

Summary of recommendations

Finally, we summarize our recommendations structured around important aspects emerging from the results of the benchmarking survey:

Teaching and Learning Strategy

1) Create a teaching and learning strategy.
2) Create an Academic Path Model building on teacher competencies, embedding it to the teaching and learning strategy.

3) Adopt a specific teaching and learning approach and provide staff development, embedding the approach to the teaching and learning strategy.
4) Adopt a staff development framework in line with the teaching and learning strategy and provide training for academic staff regarding this framework.

Strategic alignment:

5) Introduce and link the new performance management system as a new quality assurance tool to foster the implementation of the Bologna tool and help realise intended learning outcomes.
6) Link different HR functions (e.g. entry, promotion, professional development) together with a common framework stemming from the teaching and learning strategy. Use the same indicators (with different focus and extent) in entry, promotion, professional development and termination of employment decisions. Link performance management with professional development more explicitly and closely.
7) Provide incentives and raise awareness of the thematic supplementary issues following European policy initiatives.

Student involvement:

8) Continue to involve students and focus on removing barriers of participation regarding the enhancement of teaching and learning.
9) Create a culture of „listening" by involving student voices into strategic issues regarding teaching and learning.
10) Strengthen formal ways of evidence-based decision-making but also allow for opportunities to gather evidence from informal ways (e.g. open forums).

Performance management system specifications:

11) Consider that HEIs do not usually follow a high-fidelity approach in policy implementation and offer such a highly customizable performance management system for HEIs that respects the professional autonomy and national characteristics of the institutions and allows for a flexible adaptation.
12) Consider building the performance management systems by offering different (compulsory and supplementary) thematic areas as modules that can be freely combined and tailored to institutional needs.
13) Consider setting up measurement points not only at the end of the academic year but during the semester as well, providing opportunities for feedback regarding the results of performance management to utilize formative-like assessment opportunities and allow for correction during the semester.

14) Consider using multiple methods (e.g. surveys, interviews, observations) and multiple sources (students, evaluated person, peers, management etc.) of information without providing too much constraint. A matrix of themes, tools and stakeholders can be envisioned among which institutions can freely combine elements and build their own performance management system.
15) Focus on the support of teachers and students as well regarding a broadly defined range of diversity issues that are relevant to their institutions (language support, disability/special needs, gender, international students, refugees etc.).

Implementation:

16) Set up a formalised structure and processes regarding staff development e.g. in a form of a Centre for Teaching and Learning. Make this new unit responsible for staff development and performance management and related HR decisions, therefore providing strategic importance and embeddedness in existing regulations.
17) Ensure transparent communication regarding the processes, goals and consequences of the performance management.
18) Consider making staff development a requirement at the HEI (or at least the faculty) level.
19) Take into consideration the characteristics of different national, institutional systems (e.g. different organisation of education).

Support:

20) Provide support for teachers and students regarding teaching and learning issues.
21) Ensure the engagement and buy-in of stakeholders.
22) Provide time and resources for the implementation and realisation of the new performance management system at national and institutional levels as well.
23) Provide incentives for stakeholders to participate and benefit from participating in performance management and staff development.

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Annex 1 List of good practices

ID	Country	University	Short description
714	Hungary	Corvinus	The Senate has recently accepted the Academic Career Path Model, which establishes three academic career paths for faculty: (a) research-focused, (b) teaching-focused, and (c) balanced.
712	Croatia	Faculty of Medicine, University of Rijeka	Peer-review teaching evaluation
356	Austria	University of Graz	Teaching Skills Assessment, Teaching Portfolio (only in German)
519	Croatia	European Business School Zagreb	Student establish Ltd. companies with the support of HEI and are being monitored during the study years. Students have opportunity to take the ownership of the Ltd. upon the graduation.
655	Austria	St. Pölten University of Applied Sciences	Students are part of curriculum development teams.
665	Hungary	John von Neumann University	Measuring input competencies. Catch-up programme. Learning support programme. Equal opportunities plan and programme
714	Hungary	Corvinus	What is already being done is that faculty who receive sub-standard student evaluation need to participate in a coaching programme with an expert in T&L in HE: the process involves individual problem diagnosis, goal setting, trainings/workshops, and developmental feedback.
702	Croatia	Sveučilište u Rijeci	Upon receiving low grades, a teacher is obliged to perform self-evaluation and report it to QA bodies. For the next academic year, this academic's work in T&L is mentored by a peer (from the same area of expertise), who also produces a report on the mentoring process. The academic is suggested to take part in professional development educational programmes.

455	Hungary	Moholy-Nagy Művészeti Egyetem	The students can share their feedback and perceptions about the teacher's work/performance and about the course itself as well in the student satisfaction surveys. These surveys are conducted by the teacher who can choose one suitable tool from a collection of questionnaires, or he/she can even create his/her own survey based on university guidelines. The results of these evaluations are expected to be shared with the quality management system.
415	Croatia	Sveučilište u Zagrebu Farmaceutsko-biokemijski fakultet	Students can evaluate the course at the end of the semester if the teacher gives them a questionnaire.
384	Georgia	ევროპის უნივერსიტეტი	Dut to the pandemic and e-learning, the university developed a special rule for Quality assurance of e-learning mechanisms and approaches. According to the rule it also developed Student e-learning assessment questionnaire, which is used as an evaluation form during the Corona crises.
406	Austria	university of teacher education	work shadowing
441	Croatia	University of Zagreb faculty of Civil Engineering	The faculty finances by its own funds additional education and training of employees (assist., assoc. and full professors, assistants and young researchers) with the amount of approx. 15.000,00 €. Few times a year workshops for teachers are organised on the topic of learning styles, principles of dynamic presentation, techniques and tools of group work, teaching techniques that increase student involvement and motivation, giving and receiving constructive feedback, basic mentoring principles and competencies and principles of project work.
362	Austria	MCI, The Entrepreneurial School	The MCI yearly teaching award. As of next year, MCI will also award a specific award for online teaching.
278	Hungary	University of Nyíregyháza	We've created the Top 10 Excellence List to help reward our teachers.

	Hungary	KRE	KRE Community days: a one-week training programme at the University level. It is a week when no regular/curricular classes are scheduled, but a wide range of training programmes, workshops and lectures are offered to both students and staff, e.g. teaching methodology courses, Moodle courses, stakeholder forums, mock job interviews, etc.
303	Georgia	Free University of Tbilisi	Faculty Development Manager is tasked with assessing and meeting the development needs of academic and teaching staff.
103	Austria	University College of Teacher Education Styria	Barcamps as peer learning activity and an online course to exchange good practices
336	Georgia	David Tvildiani Medical University	The University has had a "Peer-to-peer Support Center"for many years. The support model is that senior students are assisting freshmen in the learning process of basic medical sciences. Remembering the facts “how hard” and “what was” so hard for them and how to deal with it. Currently this format is expanded: The university has created a student and young scientists scientific association, which organizes conferences and helps students to prepare and present scientific abstracts related to basic medical sciences too.
707	Austria		Establishment of a Corona-hardship fund as well as the establishment of the possibility to borrow musical instruments for home schooling.
425	Austria	Vienna University of Economics and Business	A rather unique stakeholder oriented and workshop driven approach to programme evaluations
271	Croatia	Juraj Dobrila University of Pula	We started collaborative peer teacher observation.
331	Hungary	Kodolányi János University	PIQ andLEAD model.
363	Hungary	University of Dunaújváros	Students Success Support programme, see URL (in English)

372	Georgia	Ivane Javakhishvili Tbilisi State University	We would also like to share the process of internal peer review in the programme development and evaluation process that we also think is the specific approach that is used at our institution and helps the development of the quality of teaching and learning. Please, see the link
425	Austria	Vienna University of Economics and Business	WU Scholarship of Teaching and Learning Programme

Annex 2 List of responding institutions

- Academy of Arts and Culture in Osijek, University Josip Juraj Strossmayer in Osijek
- Academy of Fine Arts Prague
- Academy of Fine Arts Vienna
- Agricultural University of Georgia
- Anton Bruckner Private University
- Apor Vilmos Catholic College
- Aspira college for management and designe
- Bhaktivedanta College
- Brno University of Technology
- Budapest Corvinus University
- Budapest Metropolitan University
- Carinthia University of Applied Sciences
- Catholic University of Croatia
- College of Applied Sciences „Lavoslav Ružička" in Vukovar
- Danube Private University Krems (DPU)
- David Tvildiani Medical University
- Dennis Gabor College
- Department of Chemistry University of Osijek
- Department of Mathematics, University of Rijeka
- Dharma Gate Buddhist College
- East-West Teaching University
- Edutus University
- EFFECTUS - College for Law and Finance
- Eötvös József College
- Eszterházy Károly University
- European Business School Zagreb
- EUROPEAN UNIVERSITY
- Faculty of Education
- Faculty of Education in Sombor
- Faculty of Humanities and Social Sciences Split
- Faculty of Mechanical Engineering and Naval Architecture
- Faculty of Medicine, University od Rijeka
- Faculty of Mining, Geology and Petroelum Engineering (University of Zagreb)
- Faculty of Philology University of Belgrade
- Faculty of Philosophy, University of Novi Sad
- Facupty of Dental Medicine and Health Osijek
- FH Campus Wien UAS
- FH Joanneum, University of Applied Sciences
- Free Academy of Tbilisi
- Free University of Tbilisi
- Graz University of Graz
- Hungarian University of Fine Arts
- I. GogebaSvili Telavi State University
- International Black Sea University, LLC
- International Business School
- Istrian University of applied sciences

- Ivane Javakhishvili Tbilisi State University
- J. J. Strossmayer University of Osijek Department of Mathematics
- Janacek Academy of Performing Arts in Brno
- Johannes Kepler University Linz
- John von Neumann University
- Josip Juraj Strossmayer University of Osijek, Faculty of electrical engineering, computer science and information technology Osijek
- Josip Juraj Strossmayer University of Osijek, Faculty of Food Technology Osijek
- Josip Juraj University of Osijek, Croatia
- Juraj Dobrila University of Pula
- Károli Gáspár University of the Reformed Church in Hungary
- Kirchliche Pädagogische Hochschule Edith Stein
- Kodolányi János University
- KPH Graz
- Kutaisi University
- LEOPL Gori State Teaching University
- LEPL - Samtskhe-Javakheti State University
- LEPL SHOTA RUSTAVELI THEATRE AND FILM GEORGIA STATE UNIVERSITY
- LEPL-Kutaisi International University (KIU)
- Masaryk University
- MCI, The Entrepreneurial School
- Mendel University in Brno
- Modul University Vienna
- Moholy-Nagy University of Art and Design
- NEW HIGHER EDUCATION INSTITUTE
- New Vision University
- Óbuda University
- Pädagogische Hochschule Tirol
- Paracelsus Medical University
- Pázmány Péter Catholic University
- Petre Shotadze Tbilisi Medical Academy
- Polytechnic in Pozega
- Polytechnic of Rijeka
- Polytechnic of Sibenik
- Private University of Education of the Diocese of Linz
- RRiF College of Financial Management
- RRiF College of Financial Management
- Salzburg University
- Semmelweis University
- Shota Meskhia State Teaching University of Zugdidi
- Silesian University in Opava
- Sokhumi State University
- Sola Scriptura College of Theology
- St. Pölten University of Applied Sciences
- Széchenyi István University
- Universität Mozarteum Salzburg
- University College for Agrarian and Environmental Pedagogy
- University College of Teacher Education Lower Austria.
- University College of Teacher Education of Christian Churches in Austria

- University College of Teacher Education Styria
- University College of Teacher Education Styria
- University of Applied Health Sciences
- University of applied science CAMPUS 02
- University of Applied Sciences Baltazar Zaprešić
- University of Applied Sciences Kufstein Tirol
- University of Applied Sciences Technikum Wien
- University of Applied Sciences Vorarlberg
- University of Applied Sciences Wiener Neuestadt
- University of Art and Design Linz
- University of Arts in Belgrade
- University of Belgrade - Faculty of Law
- University of Debrecen
- University of Debrecen Law School
- University of Debrecen, Faculty of Pharmacy
- University of Debrecen, Faculty of Science and Technology
- University of Dubrovnik
- University of Dunaújváros
- University of Education Salzburg
- University of Education Upper Austria
- University of Education Vorarlberg
- University of Graz
- University of Innsbruck
- University of Klagenfurt
- University of Kragujevac
- University of Miskolc
- University of Nis
- University of Novi Sad, Faculty of Economics in Subotica
- University of Nyíregyháza
- University of Pannonia
- University of Pardubice
- University of Pécs
- University of Physical Education
- University of Public Service
- University of Rijeka
- University of Rijeka, Faculty of Civil Engineering
- University of Rijeka, Faculty of Economics and Business
- University of Rijeka, Faculty of Engineering
- University of Rijeka, Faculty of Teacher Education
- University of Rijeka, Faculty of Tourism and Hospitality Management
- University of Sopron
- University of South Bohemia
- University of Split Faculty of Maritime Studies
- University of Split School of Medicine
- University of Szeged
- university of teacher education Burgenland
- University of Veterinary and Pharmaceutical Sciences Brno
- University of Veterinary Medicine Budapest
- University of Zadar

- University of Zagreb faculty of Civil Engineering
- University of Zagreb Faculty of Metallurgy
- University of Zagreb Faculty of Textile Technology
- University of Zagreb, Faculty of teacher education
- University Police College
- Univerzita Jana Evangelisty Purkyně v Ústí nad Labem
- Vano Sarajishvili Tbilisi State Conservatoire
- VERN' University
- Vienna University of Education
- Virovitica College
- Visoka škola Ivanić-Grad
- Vysoká škola polytechnická Jihlava
- Webster Vienna Private University
- Zagreb university Faculty of Forestry

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