

Organisational Structures for Educational Development and Pedagogical Innovation, at the EUGLOH Partner Universities

Work Package 2
T2.2 Educational Development



Co-funded by
the European Union

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1. Introduction

The European University Alliance for Global Health (EUGLOH) is funded by the European Commission's "European Universities Initiative" through the Erasmus+ Programme. It is comprised of nine partner Universities: Université Paris-Saclay (UPSaclay), Lund University (LU), University of Szeged (USz), University of Porto (U.Porto), Ludwig-Maximilians University Munich (LMU), University of Alcalá (UAH), UiT The Arctic University of Norway (UiT), University of Novi Sad (UNS), and University of Hamburg (UHH).

In this report, partners offer a comprehensive overview of institutional structures and strategies dedicated to promoting pedagogical innovation, with the goal of exchanging best practices and enhancing mutual knowledge in the education and training domains. This collaborative effort is key in preparing the partnership for future joint activities and projects within EUGLOH.

A truly collaborative and inclusive approach was adopted in the development of this report. Each partner University actively contributed by collecting institutional-level information to complete this mapping exercise, which was carried out under EUGLOH Work Package 2, dedicated to "Transnational Teaching and Learning." Specifically, this work was conducted within the framework of Task 2.2, "Educational Development Programme," led by the University of Porto. This task force is responsible for fostering joint pedagogical innovation across the Alliance and promoting inter-institutional knowledge sharing and cooperation in this critical area. Its focus is on creating common ground among partners concerning teaching and learning processes, fostering networking and best practice exchange, and building the capacity of teaching staff to design and co-create innovative educational resources and courses. These efforts target interculturally diverse and multidisciplinary student bodies and audiences, emphasising digital and inclusive classroom environments.

To this end, and with the involvement of experts in pedagogy and education sciences, the key outcomes of this collaboration are: i) this report and associated infographics that map organisational structures devoted to promoting educational developments, innovation and excellence in teaching and learning across EUGLOH partner universities; ii) a Glossary of Concepts and Terms related to pedagogical innovation, relevant in the interdisciplinary domains connected to Global Health; iii) a series of webinars scheduled throughout the project's lifecycle, until 2026; iv) a concept note defining what pedagogical innovation represents for EUGLOH as a "European University"; and v) a seed funding programme aimed at supporting joint innovative training opportunities for academic staff engaged in teaching and learning across EUGLOH partners.

Beyond the discussion of practices and the mapping of institutional structures dedicated to continuous improvement and pedagogical innovation, this task force is working together to collect and showcase best practices to enhance teaching and learning in Higher Education, as well as to creating a catalogue of training opportunities for academic staff in innovative pedagogy and student-centred teaching and learning methods.

Finally, we would like to extend our sincere gratitude to all colleagues involved in this collaborative effort, whose contributions were instrumental to the development of this report. The success of this project is due in large part to the key contributions, data collection, information synthesis, and preparatory work provided by numerous representatives from each EUGLOH partner university. We deeply appreciate the valuable cooperation and input from a wide range of EUGLOH members, including António Pedro Graça, Joana Resende, Isabela Cicaroni Ottoni and Sónia Valente Rodrigues (University of Porto), who coordinated this task, Clara Silva, Lisa Dequech and Pedro Marques (University of Porto), as well as Sara Westman and Rachel Forsyth (University of Lund), Ana Belén García Varela (University of Alcalá), Juan Jesus García Domínguez (University of Alcalá), Lilla Kocsis (University of Szeged), Øystein Lund (University of Tromsø), and Ivana Štajner-Papuga (University of Novi Sad).

2. An Overview of Institutional Structures and Strategies for Pedagogical Innovation

Although the objectives are common and the tasks shared, it seemed essential to get to know and map the institutional structures and ways of working of the different Universities in terms of promoting quality in teaching and learning, as well as pedagogical innovation.

The promotion of quality and pedagogical innovation usually takes place within an institutional framework of relationships developed between the different units of a University over time, which explains the strategic importance devoted to these issues. On the other hand, since EUGLOH aim is to build a common space for the development of quality pedagogical practices and innovation in this area, it is necessary to understand “who does what” and what are conditions in place to carry out this work. Without this mapping and perceptions of the stakeholders' map and network involved in the education development and pedagogical dimension, it would become more difficult to develop common policies and identify relevant synergies.

To co-develop innovative work in this area, the different Universities were asked to reflect and collect information concerning their institutional environment with regard to the teaching and learning dimension and pedagogical organisation. There will certainly now be a lot to do to improve the information and even to evaluate, exchange best practices and compare the institutions externally.

This institutional mapping is a visual assessment methodology used to identify the key actors and their functional relationships within a specific sector or governance domain. When applied to the structures dedicated to promoting educational developments, innovation and excellence in teaching and learning across the Partner Universities in the EUGLOH Alliance, this mapping exercise provides a comprehensive overview of the power structures, their influence, and how governance is linked to teaching and learning processes and to pedagogical innovation. It also offers insights into how these hierarchies are perceived within each institution.

These institutional maps highlight several key structural features. First, they identify the structures involved, which include both formal bodies and informal stakeholder groups playing a role in pedagogical governance and development at each University.

In addition to identifying roles, the institutional maps focus on the relationships between different actors and structures. These maps are not only used to determine who is responsible for specific tasks but also to reveal how different structures interact and relate to one another. Furthermore, they help to delineate organisational boundaries, showing where actors are located in the framework of their institutions and indicating the extent of their influence or initiatives across the pedagogical landscape.

By mapping the structures that support pedagogical development and innovation, several trends and different dynamics can be observed across the EUGLOH Partner Universities:

1. Centralisation versus decentralisation: some Universities promote quality and innovation in teaching and learning by centralising most of their resources within dedicated formal structures or departments, carrying out work and then disseminating the outcomes across the various University's Faculties or Schools. Others adopt a more decentralised approach, where individual faculties or departments within faculties have their own structures dedicated to improving teaching and learning and pedagogical innovation, although typically coordinated by a University-level board.

2. Integration of education boards with quality assurance structures: Traditional boards or structures dedicated to education and pedagogy are increasingly associated with, or even incorporated into, quality assurance structures. In some cases, a single quality-focused structure supports the entire University, overseeing both teaching quality and innovation efforts at institutional level.

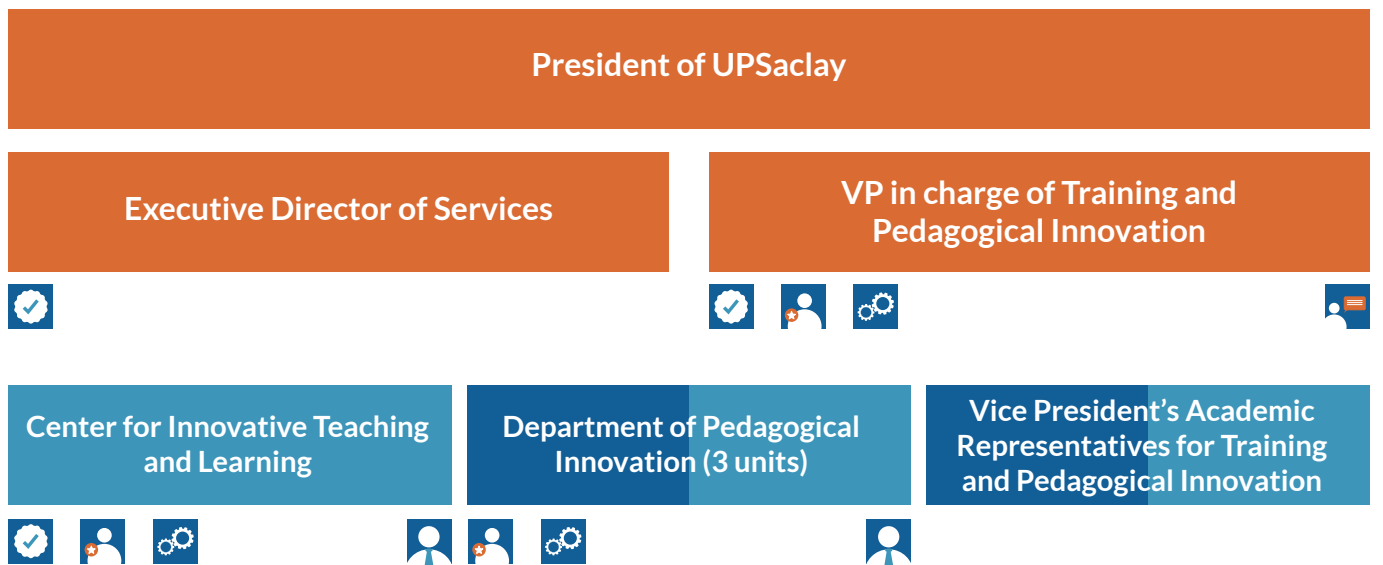
3. Growing association with digital transformation: There is an increasing number of structures dedicated to digital transformation, often linked with pedagogical innovation and modernisation of teaching and learning processes and methodologies, although this is occurring at different pace across EUGLOH partner Universities. Increasingly, pedagogical innovation is associated with technological advancements, particularly with the capacity to offer remote learning opportunities and expand beyond the physical boundaries of the University.

Despite these trends, it is often difficult to physically and organisationally separate some of the structures dedicated to the distinct functions described above. The topics of pedagogical innovation and quality of teaching and learning processes particularly as it relates to technology and digital transformation, quality assurance and even the evaluation of education and instruction seem to be interconnected, sometimes unconsciously so, in the different EUGLOH Partner Universities. However, a common strategic logic, guiding these developments is not always evident when considering the nine Partner Universities from a broader perspective.

This initial analysis raises important questions about how these institutional frameworks can impact innovation in pedagogics and, ultimately, the quality of the teaching and learning across the EUGLOH Alliance. Finally, to better understand this reality and how the experiences of each Partner University can contribute to enhancing the network, further in-depth study is required.

Pedagogical Innovation

University level



Faculty level



Key

Structure



Main Focus



Composition



UPSaclay is a large and decentralized organization consisting of 10 academic faculties, 4 component institutions, 2 associate institutions, and 7 national research bodies. Paris-Saclay is primarily a research-focused university with 275 labs and 500 experimental platforms. However, there is also a strong focus on pedagogical innovation, supported by a vice-rector whose role is to ensure that our missions align with the Paris-Saclay teaching and learning action plan and contribute to student success. UPSaclay has a set of strategic actions carried out by departments at both the university and faculty levels."

The first set of actions is supporting the training transformation through an academic training plan, a request for proposals with 800 000 EUR of funding annually allocated to innovative projects, implementation of competency-based programs and portfolios, Tutorials and FAQ on HyFlex.

The second set of actions is publishing scientific knowledge for online training through national digital universities, open courses played on the national Massive Open Online Courses platform FUN, and Small private online courses broadcasted on our internal Learning Management System – each Small Private Online Course delivers credits for 5 000 students, and then, experiments with gamification and escape games.

The third set of actions is building an innovative training environment through our digital platforms: a Software as a Service Moodle and Learning Tools Interoperability integration of apps for virtual classes, exercisers, active learning, remote practicums, and simulation labs. We also conduct a hybridization program to improve our physical learning spaces to adapt lecture rooms to active learning.

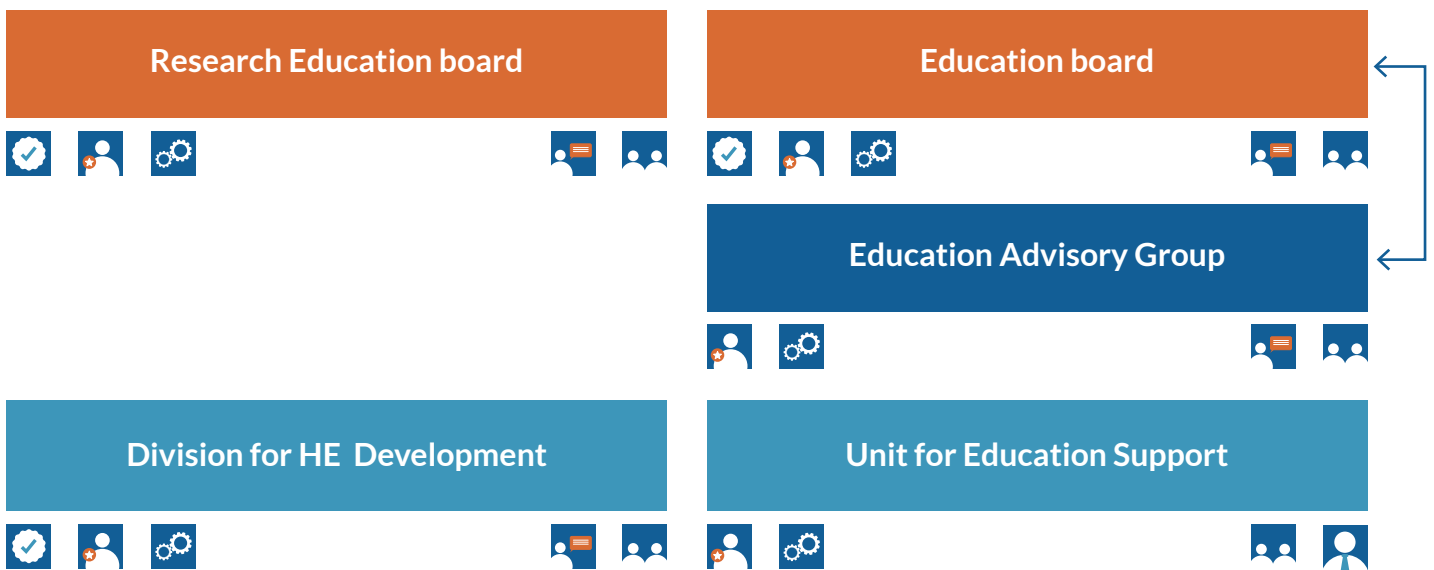
The last set of actions but not least is encouraging our faculty members to engage in sharing their practices and experiments with peers through informal networks and seminars that we host. Most of the cases are a blend of research and action approaches which are contributing to the research upon pedagogical innovation with the help of two graduate schools and a university chair in association with UQAM (Université du Québec à Montréal).

The Department of Pedagogical Innovation contributes to strategic projects of the Paris-Saclay University at the national and European level, with a special interest in the European Alliance EUGLOH.



Educational development and quality

University level



Faculty level



Note: there are nine faculties in total, only three have their own teaching and learning units. Two faculties

Key

Structure



Main Focus



Composition



Lund University has approximately 47 000 students and 8 800 staff across four campuses. The University offers one of the broadest ranges of programmes and courses in Scandinavia, based on cross-disciplinary and cutting-edge research. The unique disciplinary range encourages boundary-crossing collaborations both within academia and with society at large, creating excellent conditions for scientific breakthroughs and innovations.

There are two central teaching and learning units which have an institutional role. One (Division for Higher Education Development, AHU) deals mostly with teaching methods, and the other (Unit for Education Support, EFU) deals mostly with digital innovation, but there is regular contact and collaboration between them. The units also keep in regular contact with student representatives, sharing research outcomes and consulting on proposed changes to educational development.

Both units have a mixture of activities, including:

1. Support for teaching staff, including workshops, seminars, and short courses
2. Advice to university leadership and boards
3. Scholarship and research in teaching and learning

EFU, the digital innovation team, has full-time employees on non-teaching contracts, but has a team member from each faculty seconded for around 20% of their time, which gives a good overview of current issues and needs. AHU is based in a faculty, which allows it to employ teaching contract staff, embeds it with the practices all teachers are using, and allows it to use standard quality assurance approaches. Three of the faculties, Medicine, Science, and Engineering, have their own specific teaching and learning units to suit the needs of their own subject areas. They are smaller and collaborate with the central units to share specialist expertise.

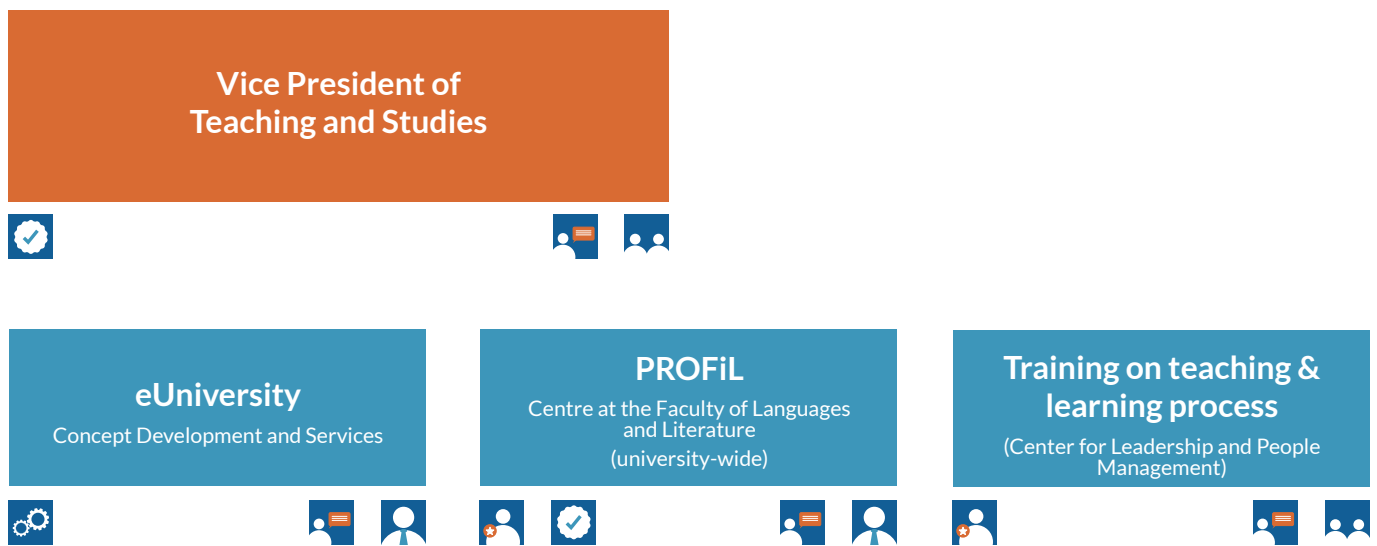
The University education board is chaired by the pro-rector. It has nominees from each faculty, and student representatives from the university students' association and it receives regular reports from the two central units. The faculty education boards are chaired either by the Dean or by the pro-dean for education. They have nominees from each department in the faculty, and student representatives from the faculty students' association. The central units can be asked to present to any of these boards on particular themes (recent examples are Generative AI and recognition of teaching competencies). The boards are responsible for educational policy at different levels.

There is also an advisory group, chaired by the vice-rector for education, which can explore themes in more depth and make operational recommendations to the teaching and learning units. This group has nominees from each faculty and from each teaching and learning unit, as well as student representatives from the university students' association.

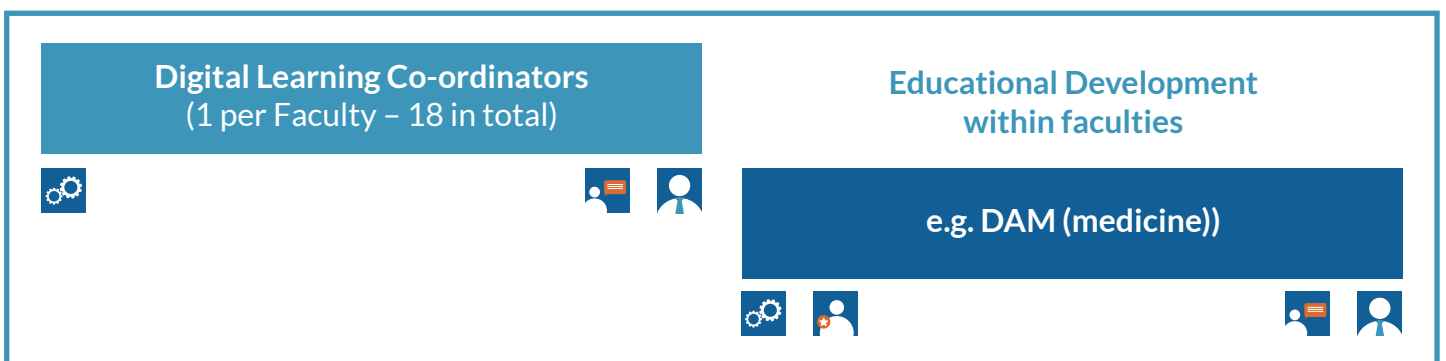
Both institutional and faculty needs are represented in this structure. The central units have a lot of contact with faculties and can respond quickly to questions and new challenges. There is a wide range of skills and experiences across all of the units which can be used to continually improve the students' experiences and teachers' skills.

Pedagogical Innovation

University level



Faculty level



Key

Structure



Main Focus



Composition



2.3.1. Preface to the Overview of Pedagogical Innovation

LMU Munich is a decentralised university and the way in which pedagogical innovation services and structures are organised within the university reflects this. Whilst there are central resources and departments available to staff, the majority of pedagogical training takes place within the individual faculties themselves. However, overall establishing a culture of good teaching at LMU Munich is a mission the University Executive Board wants to achieve.

2.3.2. Overview of Pedagogical Innovation

The Vice President for Teaching and Studies, as part of the LMU Munich University leadership, in close collaboration with the Teaching Committee, is dedicated to supporting teaching and learning at the University.

As a central service dedicated to this mission, the eUniversity team consisting of technical staff and administrative staff offers technical structures in the form of the university's Learning Management System, Video Management System, Apple Device management, and Podcast production. Furthermore, the team offers pedagogical consultation with respect to concept development regarding digital education. PROFiL (Professional in Learning) is anchored within the faculty of languages and literature but offers training on pedagogical skills for educators university-wide. The Centre for Leadership and People Management also offers training on leadership skills within education.

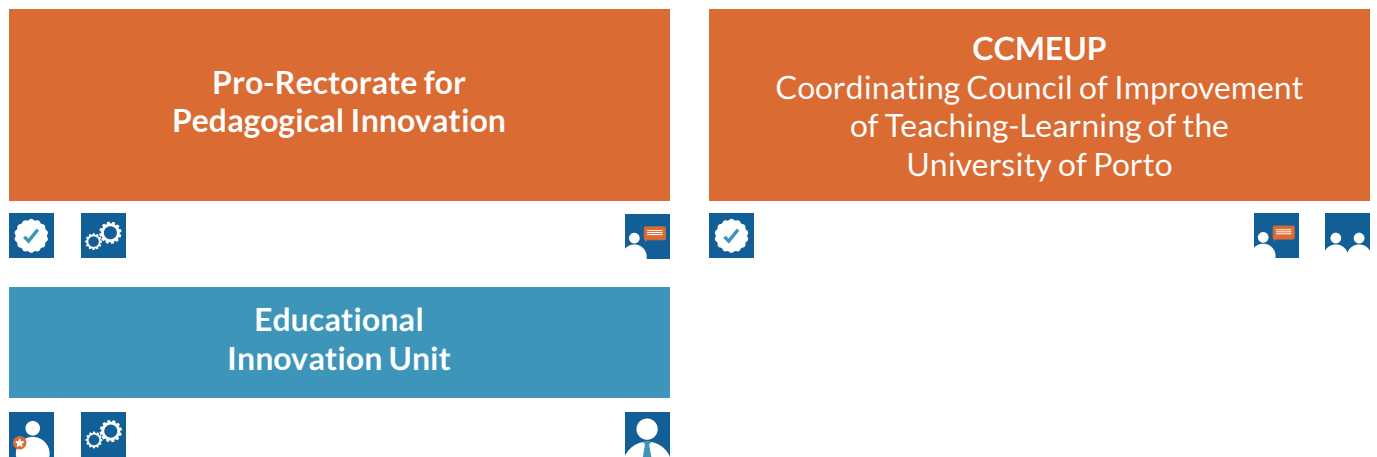
Each faculty organises its pedagogical innovation as required by the faculty and with the resources they have. There are digital learning co-ordinators within each faculty who are the first point of call for staff within their faculty. These coordinators act as a connection between the central services and the faculties.

2.3.3. Incentives

LMU Munich is supporting innovative teaching concepts from within its faculties by providing additional money from its new Fund for the Promotion of Good Teaching, with funding of 500 000 EUR per year. In addition to the Fund for the Promotion of Teaching, LMU Munich continues to recognise projects that have already established themselves at the faculties through the LMU Teaching Innovation Prize, which is awarded on the Day of Good Teaching at LMU Munich. LMU teaching innovation prizes are awarded to teachers who have distinguished themselves in their passion for teaching, each prize worth 10 000 EUR. The Day of Good Teaching is designed to promote university-wide discussion about innovative teaching and to bring together teachers from different disciplines. The Vice President for Teaching and Studies at LMU Munich, and the University Teaching Committee organise this initiative.

Pedagogical Innovation U.Porto

University level



Faculty level



Key

Structure



Main Focus



Composition



As a comprehensive University, the University of Porto (U.Porto) offers study programmes in all areas of study and at all levels of Higher Education. U.Porto has a rich academic community and attracts the best-ranked students in the country, highly qualified scientific and teaching staff and a growing number of international students, teachers and researchers. The most recent figures indicate a community of over 34,000 students (18% are international), around 2,100 Full-time Equivalent (FTE) teachers and researchers and 1,700 FTE administrative staff.

2.4.1. Structures at Faculty level

Each Faculty has a Scientific Council and a Pedagogical Council (which includes teachers and students). The Scientific Council is responsible, among other things, for deciding on the creation of study programmes (degree and non-degree awarding) and approving the respective study plans and any changes to them. The Pedagogical Council is responsible for defining on pedagogical guidelines, as well as teaching and assessment methods, promoting regular surveys of the institution's pedagogical performance, analysing and disseminating the results, assessing complaints related to pedagogical issues, and proposing appropriate measures.

Each course (or study programme) has a Monitoring Committee, composed of two teachers and two students from the programme. This committee is responsible for ensuring the course's smooth functioning and proposing measures to the course director to address any operational challenges.

Each Faculty also has a Local Continuous Improvement Committee, which includes academics and researchers, students and specialised staff. This committee works in conjunction with the Continuous Improvement Council of the Rectorate of the University of Porto, acting as an internal evaluation body focused on enhancing the Institution's performance. One of its key areas of work is the improvement of teaching and academic training.

At the School level, the Faculty of Engineering of the University of Porto (FEUP) has a Teaching and Learning Laboratory, where academics, technical staff and researchers contribute to fostering a culture of educational quality and student success. They promote projects, studies, events, training courses, and other activities in this area, positioning themselves as drivers of pedagogical innovation at FEUP. Additionally, the Faculty of Medicine of the University of Porto (FMUP) and the Faculty of Sciences of the University of Porto (FCUP) both have dedicated educational technology centres.

2.4.2. University-level structures

At University level, there are several bodies and units dedicated to academic training, teaching and learning and pedagogical innovation. These include a management body, two non-statutory councils, a department, and a unit.

The Senate is a management body of the University and it is responsible for analysing and advising on the University's Strategic Plan, particularly regarding research and training policies. It also plays a key role in the creation, modification, suspension and termination of academic courses and programmes. The Coordinating Council for the Improvement of Teaching-Learning at U.Porto oversees pedagogical activities and works to enhance the quality of training across the institution.

This Council is composed of:

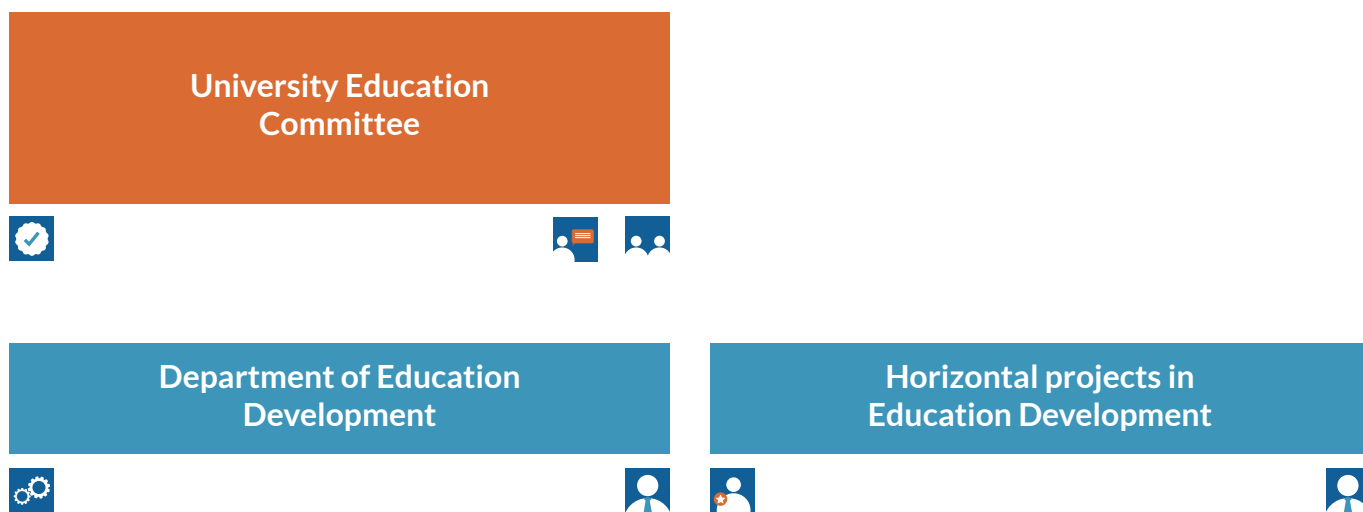
- The Vice-Rector for Training and Academic Affairs, who chairs the council;
- The Pro-Rector for Pedagogical Innovation;
- Presidents/Vice Presidents of the Scientific Councils and Pedagogical Councils of the teaching and research from each Faculty;
- One student from each of the Faculties' Pedagogical Councils of U.Porto, appointed by their respective Councils;

The Director of the Training and Academic Affairs Office of the U.Porto Rectorate. The Training and Academic Affairs Office is responsible for general coordination and collaboration with the Faculties to provide undergraduate, postgraduate, and continuing education and training. In addition to its core competences and responsibilities, this Office collaborates with the Coordinating Council of the U.Porto Teaching-Learning Model and works alongside the Educational Innovation Unit to promote pedagogical improvements.

The Educational Innovation Unit serves all the Faculties of the University of Porto, with the mission of supporting the academic development and potential of all students. Its goals include fostering academic success and combatting school dropout rates, while offering technical support for innovative and inclusive teaching and learning methods. Additional information about this Unit is available at: <https://www.up.pt/portal/en/educational-innovation/>.

Pedagogical Innovation

University level

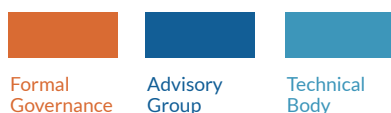


Faculty level



Key

Structure



Main Focus



Composition



The University of Szeged's (USZ) educational development activities emphasise the promotion of quality education and student development. The University strives to apply modern teaching methods and tools and to support teachers and students in innovative teaching processes.

2.5.1. Management and Decision-making forums related to education development:

1. University Education Committee:

- Head: Vice-Rector for Education
- Members: vice-deans for education, representatives of the Student Union
- Objectives: interdepartmental consultation and preparation of decisions for the Senate on issues such as:
 - o starting courses and training programs;
 - o developing educational cooperation;
 - o student evaluation of teaching work;
 - o monitoring of the admissions system;
 - o preparing university regulations.

2. Faculty education committees:

- Head: Vice-dean for education
- Members: representatives of the faculty (academic and administrative staff) and the Student Union
- Objectives defined in the agendas of the 12 faculties, e.g.:
 - o launching courses,
 - o organising training courses,
 - o developing educational cooperation,
 - o student evaluation of teaching work.

3. Department of Education Development:

- Head: head of office, director of academic affairs
- Members: senior and junior officers and students in internship positions
- Objectives:
 - o initiating, managing and supporting education development procedures locally and in international environments,
 - o development of online elective courses,
 - o supporting Coursera for SZTE program at the central and faculty levels,
 - o peer-support mentoring program for social mobility,
 - o pre-boarding and on-boarding.

4. Horizontal projects in Education Development:

- Head: project manager and professional leader
- Members: representatives of academics and administrative staff
- Objectives:
 - o starting teacher training programs,
 - o starting extra-curricular courses
 - o developing a learning environment.

2.5.2. Main areas of the educational development activities of the University of Szeged

1. Teacher training and professional development: the university offers programmes and initiatives to help teachers deliver effective teaching and support student learning. For example, teachers can participate in online and offline courses, training, workshops and conferences to share their experiences and learn new pedagogical methods.
2. Evaluation and feedback: Within the framework of the student evaluation process, teachers receive evaluation and feedback from students every six months. The feedback and results are linked to the instructors' methodological training.
3. Developing and launching courses and training programmes, independently and with other partners (e.g., collaborative courses, double degrees, and joint degrees). Piloting new methodologies and procedures starts at the course level with methodological experts and trainers and can be developed into full courses. The administrative support for the launch of joint degree programmes is provided by the central unit, while the professional/methodological development is carried out by the faculties.
4. Innovative learning environment: the University of Szeged continuously develops its educational infrastructure to use modern technologies and online tools in the learning process. Online courses and collaborative learning platforms that enable adaptive learning (CourseGarden, Coursera) provide students with an interactive way to engage in learning and skill development.
5. Social mobility support: integration of first-year students through student mentors. A gamified integration programme guides first-year students through the academic administration and offers them social experiences.

The administration and development of the education area are carried out under the professional leadership of the Vice-Rector for Education and the operational management of the Director of Education at the central level. In addition, the faculties also operate faculty education committees chaired by the vice deans of education.

Pedagogical Innovation

University level

Vice-Rectorate for Teaching Innovation and Digital Transformation



Vice-Rectorate for Quality Assurance
Quality of Degrees & Teaching Staff Assessment



Independent body

IDEO

Teaching Innovation & Online Studies Centre



Faculty level

Quality Commissions
(1 per Faculty - 9 in total)



Key

Structure



Formal Governance



Advisory Group



Technical Body

Main Focus



Improvement of pedagogy



Improvement of quality



Improvement of technological development

Composition



Academics



Technical Experts



Students

2.6.1. General description

The University of Alcalá (UAH) is a multidisciplinary public university with a commitment to Teaching and Research Excellence, Social Commitment, Entrepreneurship and Innovation. The recognized quality of its studies, the development of important research lines, its international relations, the artistic-historical interest of its iconic buildings, its new and modern facilities and its complete adaptation to the demands of today's labour market, place the University of Alcalá at the forefront of public universities.

The University of Alcalá, with more than 29 000 students, 1 627 teachers and researchers and 762 administrative staff offers a wide range of studies in all branches of knowledge with 7 faculties and 2 schools: Faculty of Sciences; Faculty of Economics, Business, and Tourism; Faculty of Law; Faculty of Education; Faculty of Pharmacy; Faculty of Philosophy and Letters; Faculty of Medicine; School of Engineering; and School of Architecture. It has twenty-three Departments distributed in the five fields of knowledge.

Organically, the UAH is organised into 10 Vice-Rectorates: Postgraduate Studies, Lifelong Learning and University Extension; Research and Technology Transfer; Undergraduate Studies and University Access; Institutional Relations and Coordination; Guadalajara Campus; Quality Management; Student Affairs, Entrepreneurship, and Employability; International Relations; Teaching Innovation and Digital Transformation.

Regarding the organisation, the University of Alcalá has the following bodies: the Social Committee, the Governing Board, the Students Board, the Senate, the Faculty /School Assemblies, and the Department Boards. Most of the members belonging to these bodies are elected, although there are a few of them who are nominated by the Rector or are ex officio members.

The Student Board is completely autonomous and is in charge of channelling and coordinating the students' representation in a democratic way based on the will of the majority of its members, away from any ideologic or political approach. Students also have a voice in the Departments; the Faculties and the Schools; the Senate and the Governing Board where they discuss the most important decisions the University can make.

Regarding the pedagogical innovation and quality assurance aspects, two vice-rectorates are involved, and working together: the Quality Management Vice-Rectorate and the Teaching Innovation and Digital Transformation Vice-Rectorate.

2.6.2. Educational Development and Pedagogical Innovation

Regarding the pedagogical innovation and quality assurance aspects, two vice-rectorates are involved, and working together: the Quality Management Vice-Rectorate and the Teaching Innovation and Digital Transformation Vice-Rectorate.

The Vice-Rectorate for Quality Management is responsible for implementing the quality policies of the University of Alcalá. It does so through its Internal Quality Assurance System, which aims to contribute to and demonstrate the continuous improvement of the Institution. With an integrative and holistic vision, grounded in principles of transparency and good governance, the fundamental mission of this Vice-Rectorate is to ensure the quality of the studies and the academic staff. Its structure is primarily based on three sections: Quality Management, Evaluation of Teaching Activity of Academics (DOCENTIA), and Teachers' Training Program. It is also responsible for conducting the students' teaching evaluation Survey.

- **Quality Management** - the work is carried out through a university committee composed of technical and academic staff. In summary, this committee ensures quality assurance at the level of programs and degrees, conducting internal monitoring for the proper accreditation of the studies. As shown in the infographic, there is a quality committee in each one of the 9 faculties of the University. These faculty committees are composed of academic staff and students from the centre.
- **Evaluation of the Teaching Activity of the Academic Members (DOCENTIA)** - through this section, the aim is to ensure and recognise the quality of teaching carried out by the University academics. The outcome of the evaluation conducted is crucial for the improvement of individual teaching performance, as well as for academic staff promotion processes.
- **Teachers' Training Program** - this program supports the faculty, offering various interconnected training strategies. It proposes a specific program for university teaching and pedagogical guidance.

This Vice-Rectorate of Teaching Innovation and Digital Transformation has two fundamental lines of action. On the one hand, it is responsible for the digital transformation of the UAH. This involves the planning and management of the IT resources and the technological equipment of the University, as well as the planning of technological services. Secondly, it is responsible for the planning and coordination of programs for teaching innovation and support for both face-to-face and virtual teaching. This is carried out through the IDEO Centre (Centre for Support of Teaching Innovation and Online Studies), which depends on the Vice-Rectorate, as shown in the infographic.

IDEO is a university service created as an instrumental support for teaching, from both academic and technical perspectives. It integrates academic, technical, and administrative staff. Among the actions it promotes and develops are the following:

- **Teaching Innovation Groups** - these groups are created with the aim of contributing to the improvement of teaching quality and generating continuous reflection on the educational model of our university. The existence of these groups provides greater momentum, systematicity, and continuity to teaching actions, consolidating activities and lines of work, moving beyond the scope of isolated actions, and granting greater recognition to faculty members involved in improving their teaching practice.
- **Calls for Teaching Innovation Projects** - these calls aim to provide a framework for participation aimed at teachers, teaching teams, and teaching innovation groups registered at the university who wish to implement teaching innovation actions in their subjects and/or programs.
- **University Teaching Innovation Conference (EIDU)** - the EIDU offers an open space for dialogue, debate, and reflection on teaching in Higher Education, inviting all members of the university community who want to share their teaching experiences with a critical and reflective spirit. These annual conferences have allowed the integration of different aspects of university teaching and the joint search for proposals to improve academic activity, involving teachers, students, and management teams.
- **Teaching Innovation Awards** - each year the University of Alcalá recognises the quality of the career in teaching innovation of the academics. This recognition can be at the individual level (one academic) or collective level (several academics who work together or belong to a teaching innovation group).


IDEO also manages and continuously updates the Virtual Classroom, the technological support for all online teaching formats at the university. It is worth noting here that IDEO works closely with the EUGLOH-UAH team in the development of all activities of EUGLOH in Work Package 2.

Pedagogical Innovation

		STRUCTURE	MAIN FOCUS	COMPOSITION
Hamburg-level	Hamburg Teaching Prize	Advisory		
	Multimedia Kontor Hamburg (MMKH)	Formal Gov.		
University-level	Chamber for Studies and Teaching	Advisory		
	Sounding board in studies and teaching	Advisory		
	Committee for Teaching and Studies	Advisory		
	Digital teaching and learning network	Advisory		
	Hamburg Center for University Teaching and Learning (HUL)	Formal Gov.		
	Dept. 3: Studies and Teaching	Formal Gov.		
	Regional data center	Technical B.		
	Digital and Data Literacy in Teaching Lab	Project		
Faculty-level	Faculty Committee for Teaching, Studies and Academic Reform	Advisory		
	Digital Learning Office	Technical B.		
	Subject advising / academic offices in the faculties	Formal Gov.		
Department-level	Committee for Teaching and Studies	Advisory		
Degree program-level	Quality circle and quality conferences	Advisory		
	Examination Board	Advisory		

Key

Structure

 Formal Governance
 Advisory Group
 Technical Body

Main Focus

 Improvement of pedagogy
 Improvement of quality
 Improvement of technological development

Composition

 Academics
 Technical Experts
 Students

Teaching at Universität Hamburg is "based on Humboldt's idea that education lies in the unity of research and teaching. Learning through research, life-long learning, and the ability to communicate with one another through argument grounded in science are the main characteristics of this kind of teaching". This is what all members of Universität Hamburg are obligated to do¹.

UHH's Executive University Board members and representatives are the President, the Vice president for knowledge exchange, academic careers, and equal opportunity (VP1), the Vice President for Studies and Teaching (VP2) and the Vice President for Research (VP3) as well as the Head of Administration, the Chief Digital Officer (CDO) and the Chief Sustainability Officer (CSO).

At the university level, VP2 is head of the Department of Studies and Teaching and furthermore, there are several advisory boards and institutions. Whereas the Chamber for Studies and Teaching (members: Deans of Studies of all faculties) discusses cross-faculty issues, the Sounding Board in Studies and Teaching (head: vice president for studies and teaching, members: Chief Digital Officer, Chief Technology Officer, head of department for the Hamburg Centre for University Teaching and Learning (HUL, see below), head of Campus Management and 3 user representatives) works on strategic issues in digitalization and information technology. Ultimately, all recommendations coming from this board are used by the Executive Board as a basis for its decisions.

The Hamburg Centre for University Teaching and Learning (HUL) is a central institution for teaching and learning at the University. It combines research, a Master's degree program, teaching evaluation services and the Writing Centre under one roof and is responsible for the didactic qualification of all teaching staff at the University of Hamburg. This integration is unique in university didactics and enables the HUL to merge theory, practice and transfer to university teaching and learning. The centre has three professorships, academic staff and employees for services and administration. Furthermore, the Digital and Data Literacy in Teaching Lab should be mentioned, which promotes digital teaching innovation related to data literacy education with teaching projects at all faculties and as part of the inter-faculty Studium Generale.

On the level of faculties, there are more structures: Faculties have Committees for Teaching, Studies and Academic Reform/Quality Circle (advising the Faculty Council on all matters relating to studies and teaching, head: Vice Dean for Studies & Teaching of the faculty, members: an equal number of representatives from the group of university lecturers and students; academic and administrative staff are also represented). Digital Learning Offices are available to faculty members as a point of contact for all questions related to platforms and digitalization within the field of teaching and learning. The departments within faculties have more Committees for Teaching and Studies and there are Advisory Groups at the level of degree program or a group of related degree programmes as well. On a higher level, the Gemeinsamer Ausschuss Lehrerbildung, a joint teacher training committee for the teacher training degrees, organizes the quality conferences for the Hamburg teacher training degrees (members: representatives from all status groups and from all participating universities and faculties).

¹ (<https://www.uni-hamburg.de/en/uhh/profil/leitbild/lehre.html>; 15/06/2024).

Ultimately, UHH aims to enhance its scientific standing by focusing on educating through academic research and meeting the associated challenges. By providing students with advanced academic abilities, critical thinking skills, and a strong sense of accountability, the University acts as an engaged university. Students are to be members of society who are not only capable but also willing to actively contribute to shaping a socially, ecologically sustainable, democratic, and peaceful society, taking responsibility for the future. However, fulfilling this commitment requires adequate resources and support.

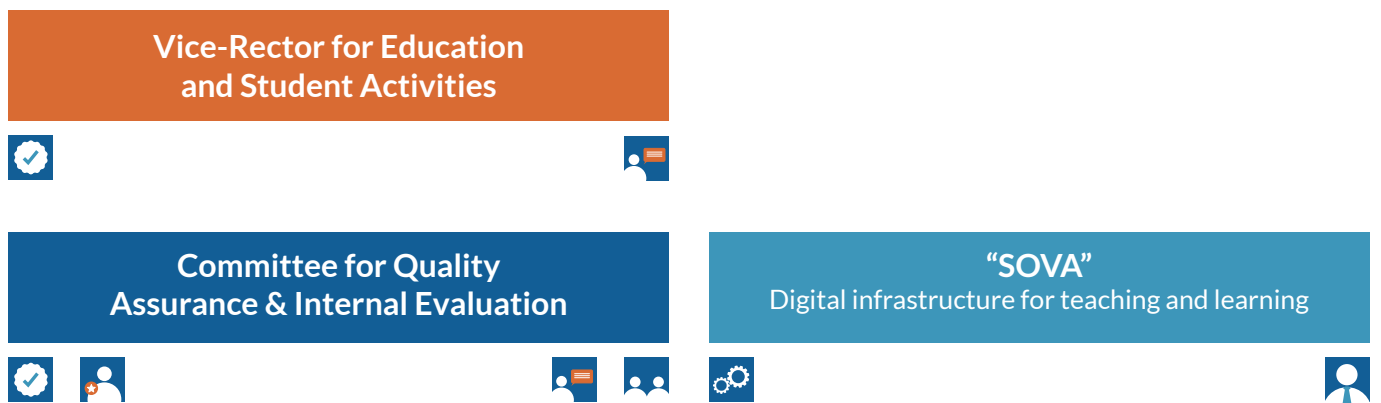
As a University of Excellence, Universität Hamburg aims at excellence in teaching by several measures. One of them is to appoint new professors bringing fresh ideas—not only to research but to teaching. The Studium Generale and a new liberal arts degree program present further measures to support the multidimensional education of students.²

² (<https://www.uni-hamburg.de/en/exzellenz/fuenf-zentrale-themen/lehre.html>; 06/15/2024).

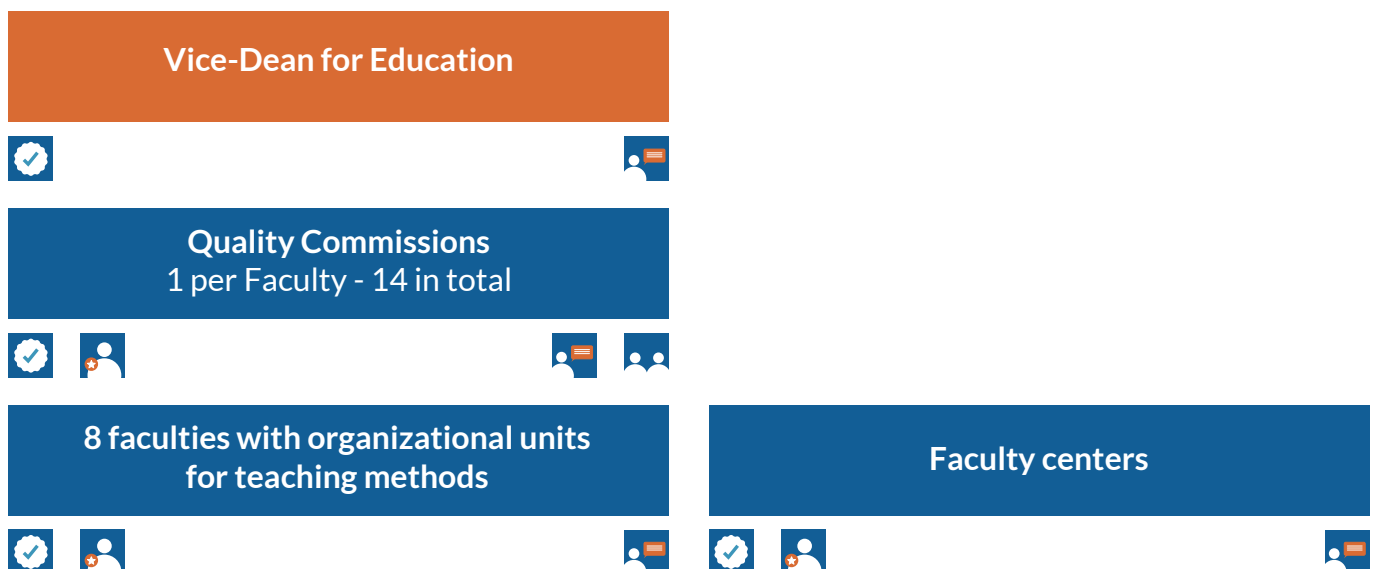


Pedagogical Innovation

University level



Faculty level



Key

Structure



Main Focus



Composition



The University of Novi Sad consists of 14 Faculties: Faculty of Philosophy, Faculty of Agriculture, Faculty of Sciences, Faculty of Law, Faculty of Technical Sciences, Faculty of Technology, Faculty of Sport and Physical Education, Faculty of Medicine, Academy of Arts are located in Novi Sad, while Faculty of Economics, the Faculty of Civil Engineering and the Hungarian Language Teacher Training Faculty are situated in Subotica. The Faculty of Education is seated in Sombor, and Zrenjanin is the seat of the Technical Faculty "Mihajlo Pupin".

Students: 48 791

Teachers: 3 915 (most teaching staff are educators and researchers)

2.8.1. Pedagogical structure - University level

1. Vice-Rector for Education and Student Activities

Coordinates activities in the area of education development and pedagogical innovation at the university level.

2. Committee for Quality Assurance and Internal Evaluation

- Head: Elected by the University Senate upon the recommendation of the Rector
- Members: Representatives of faculties, student representatives
- Objectives:
 - o Plans and analyses the procedures for evaluating the entire higher education system and scientific research activities at the University, managing these procedures;
 - o Monitors and analyses the quality of teaching and scientific research activities at the University and proposes measures for their improvement;
 - o Reports to the Senate and the University Council on the state of quality assurance and improvement at the University.

3. SOVA

Educational platform for students and teachers

- Services
 - o Digital infrastructure for teaching and learning;
 - o Support for using the Moodle Learning Management System;
 - o Help with the technical use of the tools.

2.8.2. Pedagogical structure - Faculty level

1. Vice Dean for Education at each Faculty

Coordinates activities in the area of education development and pedagogical innovation at the faculty level.

2. Vice Dean for Doctoral Studies, Accreditation, and Quality Assurance at the Faculty of Science

3. Vice Dean for Accreditation and Quality Control at the Faculty of Medicine

4. Vice Dean for Accreditation, Self-Evaluation, and Quality Assurance at the Faculty of Philosophy

5. Vice Dean for Accreditation at the Teacher Training Faculty in the Hungarian Language

All vice deans that are in charge of accreditation coordinate activities regarding accreditation of new study programs and evaluation of the existing ones in order to assess quality and recommend continuation or modifications if needed.

6. Quality Commissions

- Members: Representatives of the faculty, student representatives
- Objectives:
 - o Monitors and analyses the quality of teaching and scientific research activities at the faculty level and proposes measures for their improvement;
 - o Reports to the faculty Educational Scientific Council on the state of quality assurance and improvement.

7. Faculties with organizational units (departments, chairs) for teaching methods:

- Members: Academics
- Impact: On academic careers, on institutional evaluation, on students, on pedagogical development.
- Faculties: Faculty of Science, Faculty of Philosophy, Faculty of Education, Teacher Training Faculty in the Hungarian Language, "Mihajlo Pupin" Technical Faculty, Academy of Arts, Faculty of Sport and Physical Education, Faculty of Medicine

8. Faculty centres

- Members: Academics
- Impact: On academic careers, on institutional evaluation, on students, on pedagogical development.
 - o The Science, Mathematics and Informatics Education Centre – SMEC at the Faculty of Science

Development and implementation of all activities in order to achieve the highest possible quality of education in the fields of natural sciences, mathematics and informatics.

o Centre for Teacher Training and Lifelong Learning at the Faculty of Philosophy
Improvement and development of the system of continuous professional training and professional development of employees in educational institutions³.

o Centre for research in education at the Faculty of Education
Interdisciplinary research in the field of education to provide scientifically grounded solutions to contemporary educational challenges and focus on key areas such as the history of education, philosophy of education, educational policies, comparative educational systems, digital education, and psychology in education.

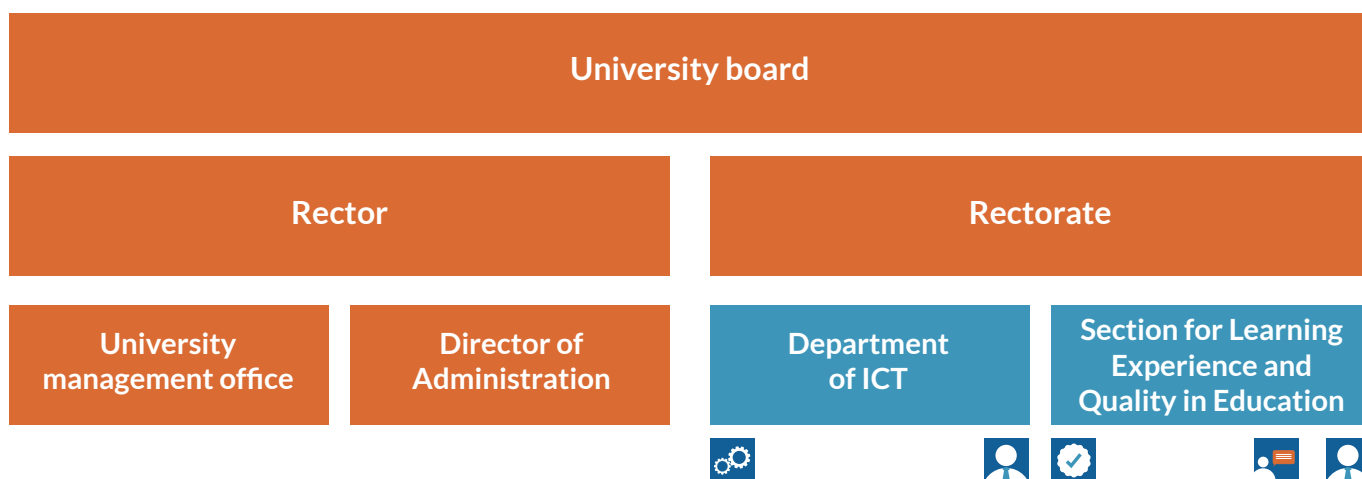
o Centre for didactic and methodological research at the Faculty of Education.
Organizes, implements, monitors, and encourages scientific research in the field of didactic and methodological sciences⁴.

³ <https://www.ff.uns.ac.rs/en/faculty/about-faculty/centres/centre-for-teacher-training-and-lifelong-learning>;

⁴ <http://www.pef.uns.ac.rs/index.php/home/2024-04-22-06-25-24>.

Pedagogical Innovation

University level



Faculty level



Key

Structure



Main Focus



Composition



The UiT organization model – related to the quality of teaching and learning reflects the decision made by the previous University board to give the university Rector the superior mandate and responsibility for both scientific and administrative management. Naturally, this is overseen by a director of administration, who provides operational and administrative leadership.

The model does not show clearly that the university consists of four campuses and altogether 11 places where education is localized. A number of the faculties provide education at other campuses than the main campus in Tromsø.

1. Faculty of Humanities, Social Sciences and Education
2. Faculty of Biosciences, Fisheries and Economics
3. Faculty of Health Sciences
4. Faculty of Engineering science and technology. This faculty is mainly situated in Campus Narvik.

The rectorate consists of the vice principal at campus Alta, the vice principal at campus Harstad, the vice chancellor for education and the vice chancellor for research. When it comes to the quality of teaching and learning, two units will be particularly mentioned:

First, there is a Section for learning environment and quality of education. This is a section at level one in the organization, with the main responsibility for assurance of quality of teaching and learning in the entire UiT organization. Their main responsibility is related to the quality system for education.

This unit also provides some activities that are more related development of quality in teaching and learning, but that is done in collaboration with the next unit mentioned, which is the Resource Centre for Teaching, Learning and Technology, which organisationally is placed as a department at the university library, and as such at level three in the organization. This centre has its mandate and responsibility connected to the development of quality at the entire organization. That includes providing all educational courses to faculty members, including the mandatory university pedagogy course and development program for Ph.D. supervisors. The centre also provides development support on the quality of teaching and learning to faculties and institutes including the production of all kinds of digital learning resources, like video, podcasts, and solutions for simulation and interactivity.

The crucial aspect of developing and ensuring the quality of teaching and learning is to make all the mentioned units, including management at the faculty level and the department of ICT engage in discussions, contribute, and adhere to the same strategies. A crucial measure in that respect at UiT is the strategic board of education, led by the vice-chancellor of education.

The strategic board of education is a formalized forum, with monthly meetings for strategic discussion and planning related to the quality of teaching and learning at all levels and all locations of UiT the Arctic University of Norway. And, it is of course also a forum for providing information from the rectorate to the faculty level, and for sharing ideas and experiences between faculties and other units.

3. Conclusions and future work

There has long been debate in the Social Sciences about how institutions affect individual and organisational behaviour, and how individuals and organisations create and change institutions.

In the context of the EUGLOH Alliance, we need to better understand the effects of the culture and organisational environment of our Universities on various substantive areas, particularly in the realm of pedagogics and improvement of teaching and learning. Understanding the influence of the structural design of our organisations and how power is organised within them is essential for making informed proposals for improvement, especially in the fields of teaching and pedagogy.

The institutional logics identified in this initial and summarised analysis point to distinct models among the Universities studied. These institutional logics can be defined as “historical and socially constructed patterns of cultural symbols and material practices that direct attention to particular stimuli, specify criteria of legitimacy and define what constitutes appropriate behaviour”, as defined by Patricia Thornton and colleagues (4). Adherence to an institutional logic thus grants an organisation social legitimacy.

Further research is needed to deepen our understanding of the institutional complexity of our Universities, in this area. Only then will we be able to discern how the key elements that influence the speed, disruption and volatility of institutional transformation, particularly in favour of pedagogical improvement and innovation, are present and can be operationalised.

4. References

- 1) <https://iwrmaactionhub.org/learn/iwrm-tools/institutional-mapping>
- 2) <https://journals.sfu.ca/ijepl/index.php/ijepl/article/view/1303>
- 3) https://www.oecd.org/en/publications/mapping-institutional-arrangements-for-infrastructure-governance-in-oecd-countries_31825d0d-en.html
- 4) Thornton, P. H., Ocasio, W., & Lounsbury, M. (2012). *The institutional logics perspective: A new approach to culture, structure, and process*. Oxford, UK: Oxford University Press.

Organisational Structures for Educational Development and Pedagogical Innovation, at the EUGLOH Partner Universities

Work Package 2

T2.2 Educational Development



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