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U N E S C O
EUROPEAN CENTRE
FOR HIGHER EDUCATION

**SYNOPSIS OF NATIONAL
SYSTEMS OF STAFF
DEVELOPMENT IN
HIGHER EDUCATION**

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INTRODUCTION

One of the main goals of the European Network for Staff Development in Higher Education is the exchange of relevant information. To this end, CEPES has launched a project devoted to national systems of staff development in higher education. A Questionnaire on the national systems of staff development in higher education was prepared and later put in final form in accordance with the comments and remarks which CEPES received from the national coordinators. The Questionnaire was sent to all the countries of the Europe Region. Answers were received from 15 countries (Albania, Austria, the Byelorussian SSR, Bulgaria, Czechoslovakia, Denmark, Germany, Hungary, Luxembourg, Malta, Portugal, Sweden, Turkey, the Ukrainian SSR, and Yugoslavia), which met the deadline set by CEPES. They give general information concerning staff development in the respective countries and, taken together, make up a synopsis of the national systems of staff development.

An analysis of the answers has shown the following. What most respondents understand by staff development is teaching methodology and disciplinary specialization. At the same time, Czechoslovakia and Portugal point out that staff development in their countries is mainly concerned with teaching methodology (pedagogical and psychological training); in Luxembourg and Yugoslavia it is mainly concerned with disciplinary specialization. Austria and Germany give staff development a broader definition, also including in it management and administration training of academic staff. In Sweden, staff development in higher education is understood as the retraining of all types of personnel in the universities.

In most countries, staff development activities are carried out as courses, seminars, and workshops. In addition to these forms, consultations, individual study and joint projects (in Germany), and round tables, discussions and conferences (in Yugoslavia) respectively, are also regarded as staff development activities.

According to 8 out of 15 respondents (Austria, Czechoslovakia, Denmark, Hungary, Luxembourg, Portugal, Sweden, Yugoslavia), staff development activities do not take place on a regularly recurring basis and are not compulsory. In Turkey, most staff development programmes take place on a regular basis but with varying periodicity. Some programmes, among them the academic training of junior staff members and disciplinary specialization, may be compulsory. In Bulgaria, Germany and Malta, all activities take place on a regular basis but none of them have so far been made compulsory. In Albania, scientific methodological seminars are organized periodically (every one to two months), and attendance at them is compulsory. In the Byelorussian SSR and in the Ukrainian SSR, staff development activities are compulsory and are carried out on a regular basis according to five year cycles.

Universities in Albania, Bulgaria, Czechoslovakia, Luxembourg, and Yugoslavia have no staff development units; no national bodies are charged with the co-ordination of staff development activities. In Austria, only the University of Klagenfurt deals

professionally with staff development and has a Department of Higher Education. Some of the Danish, Hungarian and Swedish universities have staff development units which collaborate directly among themselves. There are no staff development units in Portugal and Turkey, but the activities of the universities in the field are co-ordinated by a Committee set up respectively by the Council of Rectors in Portugal and the Higher Education Council in Turkey. In the Byelorussian SSR, the Ukrainian SSR, and Germany, there are networks of staff development units the activities of which are co-ordinated by the ministries of education in the cases of the Byelorussian SSR and the Ukrainian SSR, and by the Association of Units and Centres for Staff Development and Research into Higher Education in the case of Germany.

Universities in only 8 out of 15 countries (Austria, Bulgaria, Germany, Hungary, Malta, Turkey, the Ukrainian SSR, and Yugoslavia) participate actively in international activities related to staff development. The domain mentioned are: projects and programmes concerning the pedagogical qualification of the academic teaching staff on an international level (Austria); research on university teaching and learning, and bibliographical database exchange (Bulgaria); TEMPUS JEP (Hungary); regular conferences on staff development, specific projects for Africa, and joint workshops and exchange of materials with universities in a number of European countries (Germany); and study visits to seminars and workshops and their joint organization with international guest trainers (Yugoslavia).

Long-term planning in the field of staff development is carried out in the Byelorussian and the Ukrainian SSR's according to 5-year cycles, and in Albania and Turkey. The other responding countries report no long-term planning. Short-term planning at the institutional level (usually for 1 year) also takes place in the Byelorussian SSR, Bulgaria, Czechoslovakia, Turkey, and the Ukrainian SSR.

In most countries, pedagogical training is not a prerequisite for appointment to a teaching post. However, in some countries there are some requirements in this respect. For example, in Turkey pedagogical training is preferred in certain fields such as languages, teacher training, and education. In Sweden, pedagogical ability is a prerequisite in order to be appointed to a university teaching post. In Austria since 1988, the procedure for granting tenure to teachers in higher education requires that the pedagogical qualifications of candidates be assessed according to official regulations. In the Byelorussian and the Ukrainian SSR's, pedagogical training is compulsory and is, therefore, a prerequisite for appointment to a teaching post.

In the majority of countries, there are neither rewards nor penalties for participation in pedagogical training. Nevertheless, in Austria authorities welcome younger academic staff members who take part in courses or seminars to improve their teaching qualifications. In Bulgaria, in some cases, a given faculty may introduce pedagogical training as a prerequisite for the further promotion of an assistant professor; likewise a faculty board may delay an individual promotion because of non-participation in a pedagogical training programme. In Yugoslavia, participation in pedagogical training is evaluated as an asset in the framework of the habilitation procedure (election to a higher post - from assistant to "docent", or from "docent" to professor). In the Byelorussian and the Ukrainian SSR's, participation in pedagogical training grants

the right to occupy a teaching post for the next 5-year period or to be promoted and can lead to placement in a higher professional category and, as a result, to a higher salary.

Most countries undertake an evaluation of staff development programmes. For instance, the evaluation is carried out on the basis of self-evaluation in Bulgaria, of questionnaire in Czechoslovakia, and of interviews, observation, and questionnaires in Yugoslavia. In addition, in the Byelorussian SSR and in the Ukrainian SSR, trainees prepare graduation papers which are implemented in the teaching-learning process.

The sources for the financing of staff development activities in various countries are different. In Czechoslovakia, Denmark, Germany, Hungary, Sweden, Turkey, and Yugoslavia the activities are financed from the budgets of universities; in Albania, Malta, the Byelorussian and the Ukrainian SSR's, they are funded by the state budget, and in Luxembourg, by the Ministry of National Education. In Sweden, there are also some extra funds which the universities get from external sources. In Yugoslavia, staff development activities are partly financed from the university budget and partly by the participants themselves or by their institutions. In Austria, courses are usually organized on a commercial basis. The participants pay to be enrolled in these courses or try to find financial support in their institutes and departments or from private sponsors. The Austrian Ministry of Science and Research usually supports pilot courses.

No incentives are offered to teachers who teach in staff development programmes in Hungary and Portugal. The same is true for Germany and other countries in which teachers are members of staff development units. In the Byelorussian SSR, Czechoslovakia, Denmark, Malta, and the Ukrainian SSR this work is part of regular teaching assignments. There are no particular incentives offered to university teachers involved in staff development programmes in Turkey; however, they can be entitled to extra per hour teaching pay depending on their teaching load in terms of hours. In Austria, Bulgaria, and Yugoslavia, teachers receive additional income for this type of work.

In the majority of countries, staff development programmes are offered free to those who take part in them. In Hungary and Yugoslavia the programmes can be either free or paid for by the participants. In Austria, as was mentioned above, the programmes are financed by the participants themselves.

In all the countries surveyed, except for Germany and Hungary, university teachers receive their salaries when participating in full-time staff development programmes. The case of Germany and Hungary is special because these countries have no such programmes.

Among the priority areas for international co-operation on staff development activities the responding countries mention the following:

- improvement of pedagogical qualification on an international level, especially for the younger academic staff (Austria, Sweden);

- university administration and management (Austria, Sweden, Turkey, the Ukrainian SSR);
- modern teaching methods and technology (the Byelorussian SSR, Czechoslovakia, Denmark, the Ukrainian SSR, Yugoslavia);
- exchange of information and joint projects on staff development (Czechoslovakia);
- interactions between teachers and students, team teaching in specific areas (Denmark);
- exchange of staff developers, research projects related to improving teaching and learning (Germany);
- curriculum development and assessment, preparation of handbooks, computer programmes, bibliography (Hungary and Portugal);
- staff exchange programmes (Turkey);
- training of trainers (Yugoslavia).

CEPES hopes that this short synopsis will contribute to a better knowledge and comparability of the national systems of staff development in the countries of the Europe Region. We also hope that the lists of universities and other higher education institutions, presented in this document, offering staff development courses for foreign teachers might stimulate an interest in establishing direct bilateral and multilateral contacts between countries, as well as lead to the launching of joint research and to an increased mobility of academics in the Europe Region.

QUESTIONNAIRE
ON THE NATIONAL SYSTEMS OF STAFF DEVELOPMENT
IN HIGHER EDUCATION

1. What is understood by **staff development** in your country: teaching methodology (general or specific), disciplinary specialization, etc.?
2. What particular activities are regarded in your country as staff development? Please, list them.
3. Of the staff development activities occurring in your country, do any take place on a regularly recurring basis? If so, are any of these compulsory? What is their periodicity?
4. Do all the universities in your country have staff development units or only some of them? Do these, where they exist, collaborate among themselves and/or co-ordinate their activities? If so, how? Is there a national body charged with co-ordinating staff development activities? What are its name and functions?
5. Do the universities of your country and/or any national centres for staff development participate in international activities related to staff development? If so, indicate in what domain?
6. What long-term planning, if any, occurs in the domain of staff development?
7. Is pedagogical training a prerequisite in your country for appointment to a teaching post? If so, is it required in all disciplines or only in some? In the latter case, please list the disciplines concerned.
8. If university teachers participate in pedagogical training to upgrade their qualifications, what rewards do they receive for doing so? Is there a penalty if they do not participate?
9. How are a) the effectiveness of staff development programmes; and b) the attendance in staff development programmes, evaluated in your country?
10. What are the sources for the financing of staff development activities in your country?

11. What kinds of incentives are offered to university teachers who teach in staff development programmes: (additional salary for doing this sort of work; the work is part of regular teaching and research assignments, those involved in it gain prestige, etc.).
12. Are staff development programmes offered free to those who take part in them: If so, how are the programmes financed?
13. Do university teachers receive their salaries when participating in full-time staff development programmes?
14. To what area of staff development activities would you give priority for international co-operation?
15. Please annex a list of universities which offer staff development programmes in which foreign university teachers can participate (please use the format given in Table 1).

Table 1

Universities and their addresses	Types of staff development programmes (courses, seminars, workshops, etc.)	Duration (days)	Language used	Discipline
1	2	3	4	5

ALBANIA

1. The term **staff development** in Albania covers the general teaching methods, the further study of the discipline taught by the teacher, as well as of related disciplines through research in the respective field.
2. Staff development activities are organized by chairs and faculties. The following activities are carried out:
 - a) in-service teacher education, programmes which last for some years. These programmes are intended for newly appointed teachers in higher education. They are elaborated by the chair to which the respective teacher belongs and stipulate the examinations to be taken at the university level in disciplines related to the teacher's basic discipline, knowledge of the scientific and educational literature, participation in courses organized by highly qualified teachers.
 - b) scientific-methodological seminars, held once every 2 months, by the given chairs. These seminars, which are compulsory, focus on teaching methods, discussion related to the processing and incorporation of the new information into courses, laboratory training etc; the contents of various courses are also discussed.
 - c) compulsory two-level qualification system, which is organized and run by chairs. Each teacher is obliged to elaborate and uphold a thesis at a 4-5-year interval. The thesis must be related to the discipline taught by the respective teacher. Given the case, the topic of the thesis can be taken from the pedagogical field or it can have a scientific character. The western equivalent of this thesis is the "doctoral thesis". The candidate submits regular reports on the progress made and the chair he belongs to assesses his work. The thesis is publicly defended by the candidate but before doing this, he must pass three examinations at the postgraduate level: 1) An examination in the discipline he teaches. 2) An examination in a discipline directly linked to the basic one (this discipline is established directly by the respective chair). 3) An examination in a foreign language (English, German, French, Russian). The candidate is free to choose one of these languages. After the thesis has been defended before the chair, it is then submitted to other instances until it is finally approved. In this case the teacher is awarded the "candidate of science" degree. The award of this degree is a prerequisite for deciding whether the teacher will stay on in higher education or he will transfer to another job. Apart from this, the degree is linked to the teacher's salary, entitling him to extra payment. The teachers who wish to obtain the second academic degree of "doctor of science" can pursue

further studies. The latter degree is not compulsory. The university teachers who have been awarded the "candidate of science" degree can take up the academic teaching appointment of "docent". This title is granted to those teachers who have published extensively in their field (textbooks, books, monographs etc.). The holders of the "doctor of science" degree are entitled to the academic teaching appointment of "professor".

3. Scientific methodological seminars are organized within the chairs periodically (every one-two months), given their compulsory attendance.
4. No higher education institution has a specialized staff development unit. There is no national body in charge of coordinating staff development activities.
5. Universities have not participated so far in international activities related to staff development.
6. There is a long-term planning with regard to the first and second teacher qualification degrees.
7. For the time being, teacher training is not a prerequisite for appointment to a teaching post. However, candidates with higher qualifications are preferred when appointments are made.
8. As long as there are no staff development activities organized at the national level, no rewards are foreseen.
9. The same as under p. 8.
10. Staff development activities are financed by higher education institutions from the state budget.
11. -
12. -
13. -
14. Staff development activities in the fields of pedagogy, psychology, didactics etc.

A U S T R I A

- 1.** At Austrian universities the term 'staff development' is mainly used for activities and measures besides the research qualification and career development of the academic staff and covers:

- a)** The general and specific pedagogical qualification of the younger academic teaching staff;
- b)** The further pedagogical education of the academic teaching staff;
- c)** The training of management techniques of the academic staff.

- 2.** Courses and seminars are offered, mainly, for the younger academic teaching staff at most of the Austrian universities in the fields of:

- a)** Teaching and learning in higher education (teaching skills, group dynamics, small group teaching, the preparation of lectures, teaching behaviour and rhetorics, evaluation).

These courses and seminars are mainly organized by the so-called External Institutes of the universities and carried out by experts in higher education (*Hochschulpädagogen, Hochschuldidaktiker*) or by pedagogues and psychologists.

- b)** Management techniques concentrated on the activities in the field of academic self-administration.

These courses and seminars are organized by the Austrian Workers' Union (University Teachers Section) and the Federal Academy of Administration.

- 3.** Some of the Austrian universities (e.g. Technical University of Graz, Linz University) offer at least one course per year (lasting about two days) for the improvement of the pedagogical qualification of the teaching staff. At other universities courses are offered from time to time. Most of these courses have an introductory character concerning above all the questions and problems the younger academic teaching staff are confronted with.

The Department for Higher Education at Klagenfurt University offers a modular system for the improvement of the pedagogical qualification of the academic teaching staff.

4. There is only one institution which deals professionally with staff development in higher education - the Department for Higher Education at the University of Klagenfurt. The so-called External Institutes at the Austrian universities have, besides their duty to promote knowledge transfer between science and economy, the obligation to pay some attention to the pedagogical qualification of the academic teaching staff.

There are continuous contacts between the Department for Higher Education at Klagenfurt University and most of the External Institutes.

5. Besides the activities of the Department for Higher Education at Klagenfurt University, which has closer contacts with UNESCO, OECD, EARDHE (European Association for Research and Development in Higher Education) and with projects and programmes concerning the pedagogical qualification of the academic teaching staff at the international level, there are also contacts between individual Austrian university teachers and the international community of scholars in the field of general and specific questions in higher education.
6. It is one of the endeavours of the Austrian administration of higher education as well as of the universities themselves to draw in the future more attention to the pedagogical qualification of university teachers. The Austrian Ministry of Science and Research supports financially the activities in this field.
7. Since the University Organization Act of 1975 the assessment of the didactical competence of the candidates for the *venia docendi* (*Habilitation*) has been included as a fixed requirement in the legal regulations. Since 1988, within the procedure for granting tenure to teachers in higher education, the pedagogical qualification of these candidates has had to be checked and assessed according to the legal regulations. A formal regulation for the training and for the improvement of the pedagogical skills of university teachers in Austria, however, does not exist. Every teacher is free to do as he/she pleases in order to acquire pedagogical qualifications.
8. Until now the participation in a course for the improvement of the pedagogical skills has not had a formal influence on the academic career of the individual university teacher. But it is welcomed by the authorities if the younger academic staff take part in courses or seminars to improve their teaching qualifications.
9. About 10 to 15 per cent of the younger teaching staff are interested in attending courses and seminars in university pedagogics. This happens on a voluntary basis. It is a rather highly motivated group of university teachers

and the evaluation showed that most of them have learned a lot for the improvement of their teaching practice in these courses.

10. Courses are usually organized on a commercial basis. The participants pay for these courses or try to find financial support in their institutes, departments or from private sponsors (academic clubs etc.) to cover the costs. The Ministry of Science and Research usually supports pilot courses. A seminar of about twelve hours costs about US \$ 1,000.
11. The prestige of giving courses is - as the academic career depends on the research performance - rather low and has little influence upon professional ascent. Usually the trainer and the organizer of courses work on a commercial basis and have an additional income by giving courses.
12. See nr. 10.
13. Yes, they do!
14.
 - a) Pedagogical qualification of the academic teaching staff should be improved not only at the national but also at the international level (knowledge about the teaching and learning process, teaching skills, communications skills).
 - b) These activities should be concentrated on the younger academic teaching staff (age 25 to 40).
 - c) Courses in university administration/management should be offered also on an international basis.

But: Pedagogical activities are always closely linked to a certain cultural background (language), and management and administration of universities always takes place in a certain administrative environment!!!!
15. There does not exist a fixed schedule at the moment of training seminars and courses for the improvement of the pedagogical qualification of the academic teaching staff. The courses and seminars for 1991/1992 are now being planned.

If a foreign university teacher wants to participate in a course, please contact the Department for Higher Education at Klagenfurt University (all courses in Austria are given in German).

B U L G A R I A

1. In those higher education institutions (mainly the universities) in which teaching is considered to be effective when the teacher presents the elements and the logic of the subject matter, the notion of staff development is connected with *disciplinary specialization*. In others, less hierarchical institutions, there is a tendency to attach importance to structured and orderly presented teaching for the benefit of students' learning. In the latter case *teaching methodology* is placed at the core of staff development.
2. - Short-term activities - annual nationwide workshops on teaching methodology, monodisciplinary workshops in a given area of study, for instance, teaching of social sciences;
 - Long-term activities - individual specialization abroad in the taught disciplinary area, faculty-wide 1-semester staff development programmes for young academics, university-wide 1 or 2 years' programmes for young assistants.
3. Short-term activities are organized once a year, while long-term activities, once every three years, but this is subject to change in each faculty or institution.
4. Not all universities have staff development units. Where such units exist, they exchange programmes and teachers. They do not coordinate their activities. There is no national body to coordinate staff development activities at the moment.
5. Yes, universities and the Research Institute of Education participate in international activities related to staff development, in the field of *research* on university teaching and learning and in bibliographic *database exchange*.
6. All staff development activities (see p. 2 above) are included in individual and institutional 1-year plans, but there is no separate staff development plan on a national level.
7. No, pedagogical training is not a prerequisite for appointment to a university teaching post. But in some faculties, this is an implicit prerequisite.
8. In some cases a faculty may introduce pedagogical training as a prerequisite for the further promotion of an assistant professor. Consequently, the

faculty board may delay an individual promotion on the basis of the applicant's nonparticipation in pedagogical training programmes.

9. In most of the cases there is no evaluation on the basis of objectively gathered data but when it exists, it is only an internal self-evaluation and, as a rule, its results are not published.
10. A new formula is going to be introduced.
11. Additional salary for doing this sort of work.
12. As a rule, staff development programmes are offered free to those who take part; the programme's expenses are taken over by the Ministry of Education in each individual case.
13. Yes.
14. In the area of *staff development programmes* priority should be given to the design, evaluation of programmes, to innovative approaches, exchange of teaching staff and methods, etc.
15. A 3-page needs assessment questionnaire* is administered to all universities which offer staff development programmes. The information gathered could be reported after September 24th.

* The Needs Assessment Questionnaire also includes *areas of interest*, structured into 4 series: planning of staff development courses; staff development administration and management; teaching skills; research skills. Therefore we hope not only to be able to point out the university where foreign teachers are welcome, but also *what* they are expected to teach.

BYELORUSSIAN SSR

1. **Staff Development is the system of the uninterrupted education of specialists employed in different branches of the national economy. The system provides the acquisition of theoretical knowledge and professional skills, the improvement of the professional competence and qualification. It is regarded in connection with all the previous stages of education.**
2. **Staff development activities in Byelorussia include different types of courses, seminars, workshops, organized at the institutes and faculties of continuing education.**
3. **The duration of teaching depends on the category of the respective specialist, his education and professional skills. Long-term education lasts two or three months. It takes place on a regularly recurring basis. Its periodicity is once every five years. This type of further education is compulsory for each specialist. But one may upgrade his qualification more often if there is a need for it or to obtain another profession after one year of studies at the retraining faculty.**
4. **The majority (about 90%) of the higher education establishments have staff development units. The system of staff development units in Byelorussia includes 109 educational institutions, among them 16 institutes of staff development, 14 faculties and 79 courses. There are special units for teachers and other categories of specialists employed in the sphere of education. There are 10 institutes and 5 faculties devoted to this purpose. Each unit develops a system of teaching that takes account of the academic goals and teaching methods within the department. Each unit has the responsibility for certain categories of specialists. But the forms of teaching behaviour, the approaches and activities in the field of pedagogical training are similar in the majority of them.**

Institutions responsible for the training and retraining of the educational personnel collaborate among themselves and coordinate their activities because they have the same tasks in terms of content, methods, organization forms and staff development programmes.

There is a national body charged with coordinating staff development activities. It is the Department of Staff Development of the Ministry of Public Education of the BSSR.

5. **Most national centres for staff development do not participate in international activities related to staff development. This work is to be started in the nearest future.**

International cooperation will be useful in the field of applied mathematics, modern technics and progressive technology, methods of teaching.

6. There is a long-term planning in the domain of staff development. All the staff development activities in each educational establishment are planned for the forthcoming year and for a five-year period.
7. As a rule, pedagogical training is a prerequisite for appointment to a teaching post. It is required in the majority of disciplines.
8. The participation in pedagogical training aimed at the upgrading of professional qualification is one of the ways in which a teacher can get a higher degree or category and, as a result, a bigger salary.
9. The effectiveness of staff development programmes is rather high in most staff development units, especially in those involved in new technics and progressive technology, in management and marketing, and in pedagogical further education. The participation in such staff development programmes is high. In 1990 more than 130 thousand specialists attended such courses in all staff development units of the Republic, of which more than 40 thousand are teachers.
10. There is a priority in the national financing of the staff development system. All institutes devoted to the continuing education of teachers are financed out of public funds. The majority of staff development units for specialists employed in different branches of the national economy are financed by the establishments, agencies and enterprises sending them to upgrade their qualifications.
11. There are no special incentives for university teachers who teach in staff development programmes. This work is part of their regular teaching and research assignments. Some teachers work only at the respective staff development units, but work in both types of educational establishments at the same time is also appreciated.
12. As a rule, staff development programmes are offered free to those who take part in them. In this case they are financed out of public money. In some cases a specialist may be required to pay for them himself.
13. When university teachers participate in full-time staff development programmes they receive either their salaries or the grants.
14. See p. 5.
15. The list of staff development units offering programmes in which foreign teachers can participate is given in the annex.

Staff development units and their addresses	Type of development programme	Duration staff	Language	Discipline
1	2	3	4	5
Republican Institute for the Further Education of Specialists Employed in Different Branches of the National Economy Moskovskaya St., 17 220001, Minsk, BSSR	lectures, seminars, active forms of teaching	1, 2 or 3 months	Russian	management, marketing, economy, ecology, radiology
The Institute for the Further Education of Specialists in New Technics and Progressive Technology Partisan Avenue, 77 220600, Minsk, BSSR	lectures, seminars, active forms of teaching	6, 9, 18 months	Russian	powder metallurgy, application of computers, electrical equipment, laser technics, systems of automatic projection
Republican Institute for the Further Education of Teachers Ulyanovskaya St., 8 220600, Minsk, BSSR	lectures, seminars, active forms of teaching	1, 2 months	Russian	methods of teaching, pedagogy, psychology, specialized didactics, languages, research in the field of pedagogical further education

Staff development units and their addresses	Type of staff development programme	Duration	Language	Discipline
1	2	3	4	5
Special Retraining Faculty at the Byelorussian State University Lenin Avenue, 4 220080, Minsk, BSSR	lectures seminars, active forms of teaching	9, 24 months	Russian	applied mathematics and computers

C Z E C H O S L O V A K I A

[CZECH SECTOR]

1. During the 1983-1990 period a unified system for the training of academic teachers existed in our country and the term 'the further improvement of the qualification of academic teachers' was used according to the regulations issued by Ministry of Education of the Czech Republic. This system was administered by the central authorities. The system of education covered:
 - Ideological training;
 - compulsory pedagogical-psychological training for all categories of academic teachers;
 - disciplinary training / postgraduate research, fellowships, etc./.

The Higher Education Act published in May 1990 has brought changes in the higher education policy, administration, in the status of academic teachers and their professional development. The new Higher Education Act disestablished the above system of further education.

In the new conditions by the term 'staff development' we understand the improvement and development of pedagogical capability as a part of the lifelong education of academic teachers. It means mainly higher education pedagogy and psychology training that cover: general and specific teaching methodology, teaching technology, planning and organization of the teaching-learning process, evaluation, assessment of students, research in higher education, higher education policy, foreign systems of higher education, etc.

It will be necessary to define the term 'staff development in higher education' to include the European dimension.

2. Staff development has become the concern of every higher education institution, as the latter decides on the educational activities for its teachers. Some higher education institutions emphasize only the disciplinary training and qualifications but not the pedagogical ones. Some higher education institutions/faculties organize courses on higher education pedagogy for their teachers or for teachers from other faculties, too.

At present there are only two forms of staff development:

- courses on higher education pedagogy with different scope and requirements as to the teaching of knowledge and of skills;
 - when invited, the heads of departments will deliver lectures/seminars.
3. The courses in higher education pedagogy are not compulsory but the head of the department /or the dean, the chancellor/ can charge participation in these courses. The courses are organized as a single offer, they do not have any periodicity at present.
 4. Higher education institutions do not have staff development units. Before 1990 14 units for pedagogical training functioned in the Czech Republic and the Institute for Higher Education Development in Prague was established as the methodological co-ordinator for pedagogical training in the Czech Republic. That was abolished by the Higher Education Act. The Institute for Higher Education Development became the Centre for Higher Education but it is not engaged in staff development activities.

A "unit for staff development" means one or two or three people who are usually members of educational departments and they work as staff developers /mostly as part of their teaching load/. There are about six units now operating.

The collaboration between units exists only in the form of friendly personal contacts between developers. Someone initiates the staff development activities for his/her colleagues. /In May 1991 the unit for higher education pedagogy and staff development at the Pedagogical Faculty of Charles University organized a workshop for staff developers in the ČSFR, led by *Prof. Lewis Elton* and *Dr. Pat Cryer* from UK./

5. It is not known.
6. Only short-term planning / 1 year/.
7. The pedagogical training is not a prerequisite for appointment to a teaching post.
8. The teachers who attend courses in higher education pedagogy obtain certificates. These are only formal documents.
9. We usually use questionnaires for evaluation by participants and questionnaires for the attitudes of participants to pedagogical training.

Such evaluations are made at the beginning and at the end of courses.

10. The financing of staff development activities is a component of the budget of faculties/universities. Some higher education institutions cover all expenses for participation in higher education pedagogy courses organized by other institutions. Other institutions provide only paid leave. In the future certain staff development units will require participation fees.
11. No incentives. See answer 4.
12. See answers 3 and 10.
13. Yes.
14. Exchange of information on higher education and staff development. Common projects of research on staff development. Workshops on effective forms and methods of teaching in higher education and staff development.
15. For the time being no programmes are offered to foreign participants.

DENMARK

1. Teaching methodology, general and specific, disciplinary specialization, interaction between the teacher and the students, planning and fulfilling of a course curriculum, assessment, coordination and co-operation among various teachers involved in a certain course.
2. The above mentioned.
3. They do not take place on a regularly recurring basis and they are not compulsory in higher education.
4. Not all universities in Denmark have staff development units. But at some universities there are experts in this field who collaborate with other faculties and universities on activities within pedagogical training. The Department of Pedagogics at the University of Copenhagen has set up, for example, a course in pedagogical training for colleagues from the medicine faculty.
5. Staff members participate only as individuals.
6. -
7. In Denmark pedagogical training is not a prerequisite for appointment to a teaching post in higher education.
8. For the time being they will receive no rewards.
9. The evaluation will be carried out on the basis of the objectives formulated for each course or project. There will be no common rules for the evaluation of these programmes, because they only occur sporadically.
10. The budget of each single university.
11. The work will be part of regular teaching and research assignments.

12. If they are offered, they will be offered free to those who take part in them.

13. Yes.

14. General and specific teaching methodology, interaction between teacher and students, team teaching in specific areas.

15. -

G E R M A N Y

1. Staff development for teaching staff members is organized on a disciplinary (for members of one discipline) or on an interdisciplinary basis (for members of different disciplines). It focusses on improving teaching, partly on administration - improving research is limited to topics such as the "Application for Research Grants".

Topics of courses and workshops cover teaching methodology, e.g.: "Aims and Objectives"; "Forms of Instruction"; "Learning Situations and Group Dynamics"; "Media"; "Teaching Styles/Skill Training"; "How Do Students Learn?"; "Psychological-Didactic Preparation of Teaching Sequence"; "Methods of Evaluating Teaching and Learning"; "Student Counselling"; "Development of Courses and Curricula".

Moreover staff development units offer courses and workshops following the specific interests and needs of the academic boards, working groups or individuals of their universities, e.g.:

a) How to teach large classes - problems and approaches to solutions by new forms of teaching and learning"; "How to motivate for independent studies"; "Rhetorics"; "Management of projects"; "How to use computer programmes for improving teaching and learning"; "The lecture of the year 2000" (Free University of Berlin).

b)"Didactics for laboratories"; "Workshops for social- and environmental-oriented actions"; "Technological development and qualification"; "Sociology of engineering as a profession" (Technical University of Berlin).

c)"Perspectives of university development also with respect to the European integration"; "What can be done for the improvement of introductory courses?"; "What should we know about students?"

d)"Methods of time management"; "University beginners' images of science"; "Computer in teaching and learning" (University of Bochum).

e)"Elaboration of innovative learning under restrictive framing conditions"; "Improvement of the learner's identification with learning materials" (University of Frankfurt).

f)"Problems of data-banks in the humanities"; "Didactic software concepts"; "Problems of foreign students in courses, counselling and examinations"; "Family consultancy by medical students - experiences and research results in the US" (University of Hamburg).

g)"Theory and practice of *Gestalt* consultancy in psycho-social fields of practice" (University of Mainz).

h)"How to write learning materials" (Centre of Baden-Württemberg).

As a rule all these topics are linked to research in the respective fields.

2. Staff development programmes include the following activities: courses/workshops; consultation; evaluation; self-study materials; common projects/research between staff developers and teaching staff members of different faculties.

Staff development units are also involved in research projects related to improving teaching and learning at the level of a wider context, curricula and classroom teaching.

3. All activities take place on a regular basis; so far none of them are compulsory. The established 17 units for staff development and research into higher education are mostly working on the basis of a needs-oriented concept (needs of the institutions, of working groups and of individuals). As a rule, workshops and courses on basic teaching and learning problems are offered every semester, but they are enriched by topics of specific relevance.

4. 15 universities out of 78 have their staff development units, mostly founded about 20 years ago. Polytechnics have organized 2 working groups in Baden-Württemberg and Bayern. A project for the establishment of a national network was sponsored from 1981-1983 by the Federal Ministry of Education. Since that time there has been a strong co-operation also via the national association for research and development in higher education (AHD). The co-operation includes a common programme, common projects and publications, training of staff developers, exchange of materials. The name of this national body is: the Association of Units and Centres for Staff Development and Research into Higher Education in the Federal Republic of Germany (B. Berendt is the co-ordinator of the national network and was chairman of the mentioned project).

5. There has been a close participation and involvement in international activities on staff development since 1978. E.g.:

a)Regular conferences on staff development (e.g. European workshops on Staff Development since 1978 every 2 years, initiated by D.W. Piper in the context of a EC-sponsored project on "Staff Mobility" and yearly "International Seminars for Staff and Educational Development (ISSSED), seminars and conferences of the European Association for Research and Development in Higher Education (EARDHE) every four years).

b) There are specific projects by the Foundation for International Development (DSE) in Africa and by the Association of African Universities (AAU), where Germans have worked in international teams since 1981.

c) There have been invitations to universities addressed by staff development units in different European countries since 1980 (e.g. to the CSFR, Hungary, Ireland, Great Britain, Sweden, Switzerland, the Netherlands, Yugoslavia, USSR). These visits include workshops, exchange of materials and evaluative talks.

d) In the context of applications for financial support by TEMPUS several discussions have started between different East and West European universities in 1990 (in particular initiated by universities in Hungary and Yugoslavia).

- 6.** As there is a needs-oriented staff development system, no long-term planning takes place.
- 7.** Pedagogical training is no prerequisite for appointment to a teaching post in universities.
- 8.** There are neither rewards nor penalties for participation in staff development activities.
- 9.** Staff development programmes, in particular courses and workshops, are evaluated by participants. Moreover, different forms of evaluation have been tried out (e.g. comparisons of the teaching behaviour in a "normal" teaching situation before and after attending a staff development workshop).
- 10.** Staff development activities are financed out of the university budgets, in particular out of the budget provided for staff development units. Additional financial support for research and conferences by different sponsors is possible.
- 11.** Teachers in staff development programmes are members of units for staff development and research into higher education. Therefore no extra incentives are provided.
- 12.** Staff development programmes are offered free-of-charge by staff development units, which are paid out of the university budgets, as already mentioned under point 10.

- 13.** There are no full-time staff development programmes (with the exception of the Gesamthochschule Kassel, which offers a 6-month course for future university teachers of developing countries).
- 14.** It is risky to separate the different staff development activities described under point 2: successful, well-accepted programmes always link different activities and research. Workshops, however, would be a good starting point in international co-operation (e.g. exchange of staff developers, workshops by experienced staff developers in universities with no or a new staff development unit).
- 15.** A list of units for staff development and research into higher education is given in annex. The working language in German universities is German - if foreign university teachers know the language, their participation is no problem. Workshops in English are organized on request (e.g. by the units of the Free University of Berlin, of Bielefeld and of Frankfurt).

**List of Institutions and Individuals who are
interested to co-operate with the network**

- | | | |
|--|---------------------|--|
| 1. Hochschuldidaktisches Zentrum (HDZ) Aachen | 5100 Aachen | Rolandstr. 7-9
Tel.: (0241)424385
Herr Prof.Dr. Hennig |
| 2. Arbeitsstelle Hochschuldidaktische Fortbildung und Beratung der FU Berlin | 1000 Berlin 33 | Habelschwerdter Allee 34 a
Tel.: (030)8383389
Frau Dr. B. Berendt |
| 3. Institut für Medienpädagogik und Hochschuldidaktik an der TU Berlin | 1000 Berlin 10 | Franklinstr. 28/29
Tel.: 3143625
Herr Prof.Dr.Wagemann |
| 4. Interdisziplinäres Zentrum für Hochschuldidaktik (IZHD) Bielefeld | 4800 Bielefeld | Universitätsstr.
Postfach 8640
Tel.: (0521)1064679
Herr Dr.W.-D. Webler |
| 5. Weiterbildungszentrum der Ruhr-Universität Bochum | 4630 Bochum | Universitätsstr. 150
Tel.: (0234) 7002630
Herr Dr. B. Gurack |
| 6. Wissenschaftliches Zentrum für Hochschuldidaktik der TH Darmstadt | 6100 Darmstadt | Hochschulstr. 1
Tel.: (06151) 163021
3529
Herr Dr. M. Deneke |
| 7. Hochschuldidaktisches Zentrum (HDZ) Dortmund | 4600 Dortmund 1 | Rheinlanddamm 199
Tel.: (0231) 126045
Frau Prof.Dr.
S. Metz-Göckel |
| 8. Hochschuldidaktisches Zentrum (HDZ) Universität Essen, Gesamthochschule | 4300 Essen 1 | Postfach 6843
Tel: (0201) 1833421
Herr Prof. Dr.
J. Klüver |
| 9. Institut Markt und Plan Hochschuldidaktik der Wirtschaftswissenschaften (HdW) | 6000 Frankfurt/Main | Schumannstr. 60
Tel.: (0611) 7983813
Herr Prof. Dr.
U.P. Ritter |

- | | | |
|---|--------------------|---|
| 10. Hochschuldidaktisches Zentrum (HDZ) der Hochschule der Bundeswehr Hamburg | 2000
Hamburg 70 | Holstenhofweg 85
Postfach 700822
Tel.: (040) 65412718
Herr Dr.A. Bonnemann |
| 11. Interdisziplinäres Zentrum für Hochschuldidaktik (IZHD) Universität Hamburg | 2000
Hamburg 13 | Sedanstr. 19, IV
Tel.: (040) 41233610
Herr Prof.Dr.L.Huber |
| 12. AG Hochschuldidaktik Pädagogisches Institut | 6500 Mainz | Col. Kleinmann Weg 2
(SB II)
Postfach 3980
Tel.: (06131)395994
Herr Prof. Dr.
J. Bürmann |
| 13. Kontaktstelle für Hochschuldidaktik an den Fachhochschulen in Bayern Fachhochschule Weihenstephan Abteilung Triesdorf | 8821
Triesdorf | Tel.: (09826) 211
Herr Prof. Dr.
M. Hoffmann |
| 14. Kontaktstelle für Hochschuldidaktik an den Hochschulen Baden-Württemberg | 7500
Karlsruhe | Moltkestr. 4
Tel.: (0721)1690
Prof. Dipl. Ing.
H. D. Müller |

A common programme of all units is offered by the so-called:

- | | | |
|--|----------------|---|
| 15. Association of Units for Staff Development and Research into Higher Education in the Federal Republic of Germany | 1000 Berlin 33 | Habelschwerdter Allee 34 a
Tel.: (030) 8383389
Frau Dr. B. Berendt
(chairman and co-ordinator) |
|--|----------------|---|

A specific programme of 6 months for the reintegration of university staff from developing countries is offered by:

16. OE Internationale	3430	Steinstrasse 19
Agrarwirtschaft	Witzenhausen	Tel.: (05542) 5030
Kontaktstudienzentrum		Herr Prof. Dr.
Witzenhausen, Gesamthoch-		F. H. Riebel
schule Kassel		

No staff development but research about institutions of higher education and labour-market is made by:

17. Wissenschaftl. Zentrum	3500 Kassel	Henschelstrasse 2
für Berufs- u.		Herr Prof. Dr.
Hochschulforschung		M. Teichler
GH Kassel		

HUNGARY

1. The improvement of the pedagogical training of the staff. At the same time, methodology of teaching different disciplines.
2. Various universities and higher education institutions sometimes organize courses and lectures on pedagogical issues in higher education.
3. There are no regularly recurring studies in the field of higher education pedagogy, therefore such activities are not compulsory.
4. In some universities there are staff development units as part of the departments of education. These units collaborate among themselves as members of the national network on staff development.
5. The staff development units which are members of the national network co-operate with the European Network for Staff Development. They also plan to co-operate with the staff development units of the Barcelona University, of the Free University in Berlin and with the University of Sheffield /UK/ within the TEMPUS JEP PROGRAMME.
6. It is the TEMPUS JEP.
7. The pedagogical training is not a prerequisite for appointment to a teaching post.
8. There is no reward or penalty for participation in such programmes.
9. There is no staff development programme yet.
10. There is special financing source for staff development activities.
11. -
12. The universities and higher education institutions have the option to organize staff development programmes either on a payment basis or not.

13. There is no full-time staff development programme.
14. Curriculum planning, elaboration of handbooks, of bibliographies, computer programmes, and international workshops for different categories of specialists in higher education.

LUXEMBOURG

1. Specialization in the discipline.
2. Seminars and workshops in certain fields.
3. Periodical, non-compulsory seminars.
4. No.
5. No.
6. No.
7. It is not compulsory for higher education.
8. It is neither rewarded nor penalized.
9. There has been no evaluation so far.
10. The activities are financed by the Ministry of National Education.
11. Payment on notification.
12. Yes, according to point 10.
13. Yes.
14. -
- 15.

1	2	3	4	5
Centre Universitaire de Luxembourg	Periodical seminars, workshops	2 to 3 days	French German English	As a rule, in philo- sophy, classical philology, mathematics

MALTA

- 1. Staff development includes the assistance given to newly recruited staff members to upgrade their qualifications. The local system ensures that they are already in possession of the necessary teaching skills.**
- 2. The offering of fellowships and scholarships by various bodies such as:**
 - **The University of Malta's Further Training and Fellowships Board.**
 - **The Commonwealth Scholarship and Fellowship plan.**
 - **The Chancellor's Award.**
 - **Various organizations through which staff are offered opportunities to further their studies abroad.**
- 3. All staff development activities are on an ongoing basis. Systems are subject to review and necessary modifications and improvements are introduced periodically.**
- 4. The University of Malta's staff development programme is monitored by the office of the Rector with the assistance of educational authorities.**
- 5. Yes. There is close and constant collaboration with higher education associations abroad, through participation in conferences, seminars, symposia etc. organized by and for CE, CCPU, CRE, AC and so on. Such activities feature also in interuniversity co-operation projects.**
- 6. The Statutes of the University require high standards of its staff and staff development leads to doctorate degrees and post-doctoral programmes.**
- 7. No. However staff development programmes aim to consolidate pedagogical skills in all departments.**
- 8. Internal promotion of staff reflects the attainment of proficiency and higher qualifications.**
- 9. Through the Promotions Board and the Council of University.**

10. The University vote in the National Budget, apart from certain scholarship awards such as CSFP.
11. The work is part of regular teaching when courses are run. If laid on by Malta University Services, a company set-up within the University, teachers are paid by the hour. The major incentive is attainment of a higher rung in the University grading scale.
12. MUS charge a fee. Most other programmes are free, being financed by University or body offering scholarship.
13. Yes.
14. Promotion of the credit transfer system on American lines (now catching on in Great Britain also) would go a long way to promoting international co-operation slowly but surely.

P O R T U G A L

1. General and specific teaching methodology.
2. i) Teaching methods and techniques.
 ii) Assessment and evaluation of curricula and teaching.
 iii) New technologies in teaching.
 iv) Curriculum development and evaluation
 v) Supervision of postgraduate students and assistants.
3. There are no staff development activities on a regularly recurring basis in Portugal.
4. All state universities are involved in a discussion and process which hopefully will lead to the creation of staff development units.

The Council of Rectors has created a Committee with representatives of all Rectorates, which is involved in a coordinated action aiming at promoting and coordinating staff development activities. The coordinator of this committee is the National Coordinator of the UNESCO European Network for Staff Development in Higher Education.
5. No information available.
6. Establishment of a National Network of University Units and Coordinated Programmes for Staff Development.
7. No.
8. There are neither rewards nor penalties for participation in pedagogical training.
9. Virtually nonexistent.

- 10.** It is hoped that the universities and the Ministry will finance the activities which are being planned.
- 11.** None.
- 12.** See no. 10.
- 13.** That is the case when such activities occur.
- 14.** Curricula development and assessment.
- 15.** -

S W E D E N

1. By the equivalent Swedish word for staff development in higher education is understood the retraining of all types of personnel in the universities (including the university colleges). Methodological training and retraining is part of staff development but not a major one. The retraining is normally of short duration for each participant. In relation to the basic training (academic or of other type) staff development is considered to be important by the universities.

2. Examples of activities:
 - introductory courses for new employees;
 - methodological training for new teachers;
 - methodological courses for teachers;
 - computer use (for administrative and educational purposes);
 - management programmes;
 - management programmes for women who have achieved leadership positions;
 - how to direct research;
 - preparation for new roles for secretaries;
 - adaption courses for future pensioners;
 - courses in economics and organisation;
 - information technology;
 - presentation technique;
 - subject oriented courses;
 - language courses, e.g. to teach in English;
 - programmes to strengthen international contacts.

3. The activities are usually of short duration, even if programmes extended over several years exist, e.g. in computer use. The head of the department (or an equivalent leader) sometimes asks an employee to take part in staff development programmes (See point 6 below.)

4. In Sweden there are 12 fairly large universities with research and graduate teaching and a budget of 100-300 MECU and around 30 minor universities (university colleges) with relatively little research and each with less than 2,000 students. The larger universities have each a staff development unit with 3-5 employees. Even some of the minor universities have officers who work full- or part-time in the field of staff development.

The persons who are responsible for staff development programmes collaborate, especially neighbouring universities. The responsible for staff development in all universities have annual meetings.

The National Swedish Board of Universities and Colleges has a staff development unit (address: UHÄ, Box 45501, 10430 Stockholm, Sweden). This unit will concentrate in the future on top management programmes. It will cooperate with staff development units in the universities.

5. Occasionally.
6. Usually, there are boards (or equivalent bodies) for staff development programmes in each university and also at the National Board. They plan and direct the activities. An important goal is to make staff development programmes an important tool for the university. Regularly the heads of departments should have "planning talks" with their employees. An essential part is thereby to plan the retraining programme for each individual. The staff development programme is arranged primarily to fulfil the combined needs of all personnel. The department can buy staff development courses from organisations outside the university. The Swedish government has, for instance, an office for staff development which could be used by all state agencies. (Each agency has to pay for the courses it orders.) The university can also buy courses from the "open market".
7. No training is required, but pedagogical ability is a prerequisite in order to be appointed to a university teaching post. Pedagogical courses are of course a merit, but research results are considered much more important.
8. No formal rewards, besides that they probably are more satisfied in their teaching role. The teachers who best need the training are unfortunately often reluctant to participate in retraining programmes. There are no penalties.
9. a) Not very much. If the staff development unit is less successful, it can be diminished or closed and the personnel moved to other jobs.
- b) The heads of departments are responsible for the way their personnel perform their functions and do a good job. This refers to cases when an employee participates in staff development programmes.

- 10.** The unit for staff development at the National Board has an annual budget of around 800,000 ECU (to be reduced to 350,000 ECU next year). Each university allocates funds for their staff development activities out of its general budget. The amount differs, but an estimate is that the funds amount to 1%-3% of the whole budget for undergraduate teaching. In some universities, the staff development unit gets a fixed sum and the participation in the programmes is free. In others, the departments buy programmes from the staff development unit. The two types of financing are usually combined. There are also some extra funds which the university gets from external sources, e.g. development funds, working life funds etc.
- 11.** The principal incentive for a person to participate in a staff development programme is to develop his/her own interests. Each university teacher should work 1757 hours per year. Part of this time can be devoted to teaching in staff development programmes. The department where the teacher is employed is then compensated economically for the loss of manpower. Sometimes he/she gets an extra fee for his/her staff development work. It is a merit to teach in a staff development programme, but the merit counts rather little compared with research merits.
- 12.** See point 10 above.
- 13.** Usually yes. Full-time programmes are scarce.
- 14.** E.g. computer use, management and internationalisation could be mentioned.
- 15.** Very little of this kind exists. A list could however be prepared in a year's time.

TURKEY

1. In Turkey, the term "staff development" has a broad range of meanings. Mainly it refers to the acquisition by the staff of various academic, pedagogical, professional and scholarly skills and qualifications needed and indispensable for advancement and maturity in the career. Teaching methodology, disciplinary specialization, language training, research and post-graduate training, and in-service training may be mentioned as kinds of staff development.
2. Activities regarded as staff development in Turkey:
 - Academic and professional training of junior staff members through seminars, graduate studies, special courses of study, and so on;
 - In-service training for academic and professional purposes;
 - Short-term and special courses for language acquisition, improvement of teaching methodology, development of research techniques, acquisition of disciplinary and discipline-related skills and methods;
 - Courses, seminars, workshops and advanced studies for disciplinary specialization;
 - Bilateral and international cooperation and staff exchange for disciplinary, academic and professional development.
3. All these activities take place within the context of preordained curricula or programmes or schedules. Most of them are carried out on a regular basis with different time periods. Some programmes including academic training of junior staff, disciplinary specialization may be compulsory.
4. In the universities staff development is undertaken by departments themselves, and there are no staff development units *per se*. At the national level, some of the activities (language acquisition, coordination of the work concerning the academic and professional training abroad of junior staff, exchange programmes, etc.) for academic staff are organized and planned by the Higher Education Council of Turkey in cooperation with the universities. State scholarships for study abroad are granted and coordinated by the Ministry of Education.
5. Turkish universities have agreements and mutual programmes with foreign universities for scientific and academic cooperation and staff exchange. Many of them take part in international staff development activities in various fields.
- 6.

Staff development planning on a macro-scale is done by the Higher Education Council, which is an autonomous, nongovernmental and academic body primarily concerned with the planning and development of higher education in the country. The universities, which are also autonomous and work in close cooperation with the Higher Education Council, do the planning at the institutional level.

7. In the universities, pedagogical training is not a prerequisite for appointment to teaching posts in almost all disciplines. However, in certain fields such as languages, teacher training, and education, pedagogical training is preferred. As for appointment to teaching posts in primary and secondary education, the Ministry of Education considers pedagogical training as a prerequisite.
8. Normally university staff do not participate in pedagogical training to upgrade their qualification; promotion and academic upgrading is done on the basis of academic examinations, theses and scholarly publications. However, to improve teaching and research, in-service training courses and workshops are organized by the universities themselves.
9. Staff development programmes are evaluated by the universities themselves or their units concerned with such programmes.
10. Staff development activities are financed mainly from the budgets of the universities.
11. There are no particular incentives offered to university teachers involved in staff development programmes. However, they can be entitled to extra teaching pay *per hour*, depending on their teaching load in terms of hours.
12. Yes, staff development programmes are free to those who take part in them. The programmes, usually part of regular teaching programmes, are financed out of the university budget.
13. Yes, they do.
14. Staff exchange programmes, disciplinary specialization, programmes for field studies, short-term seminars and working sessions, and some crash courses of study (especially for the staff with administrative responsibilities) ought to have priority for international cooperation.
15. See annexed list.

List of the universities offering programmes in staff development

1. **Anadolu Üniversitesi**
26470 Eskisehir, Turkiye
Telephone: 90-22-15 0581
Fax: 90-22-15 36 16
Telex: 35147 ESAK-TR
Programmes: Language courses, summer courses on various subjects
Duration: Variable
Languages: Turkish and English
Disciplines: Various
2. **Ankara Üniversitesi**
Tandoğan, 06100 Ankara, Turkiye
Telephone: 90-4-212 60 40
Fax: 90-1-223 63 70
Telex: 42045 lrb-tr
Programmes: Language courses, summer fieldwork,
disciplinary specialization
Duration: Variable
Languages: Turkish and other modern languages
Disciplines: Various
3. **Boğaziçi Üniversitesi**
P.K.2 Bebek, 80815 Istanbul
Telephone: 90-1-165 14 86
Fax: 90-1-165 63 57
Telex: 26411 BOUN-TR
Programmes: Language courses, disciplinary specialization,
seminars and workshops
Duration: Variable
Language: English
Disciplines: Various
4. **Çukurova Üniversitesi**
Balcalı, 01330 Adana, Turkiye
Telephone: 90-71-14 37 94
Fax: 90-71-14 19 45
Telex: 62935 CURB-TR
Programmes: Languages courses, disciplinary specialization,
seminars and workshops, fieldwork
Duration: Variable
Languages: Turkish, English and German
Disciplines: Various

5. Hacettepe Üniversitesi
06100 Ankara, Türkiye
Telephone: 90-4-310- 35 45 and 235 25 00
Fax: 90-4-310 55 52
Telex: 42237 HTK-TR
Programmes: Language courses, disciplinary specialization,
workshops and seminars
Duration: Variable
Languages: Turkish, English, French and German
Disciplines: Various
6. İstanbul Üniversitesi
Beyazıt, 34452 İstanbul, Türkiye
Telephone: 90-1-522 42 00
Fax: 90-1-520 54 73
Telex: 22062 ISUR-TR
Programmes: Language courses, disciplinary specialization,
fieldwork, workshops and seminars
Duration: Variable
Language: Turkish and other modern languages
Disciplines: Various
7. Orta Doğu Teknik Üniversitesi (Middle East Technical University),
06531 Ankara, Türkiye
Telephone: 90-4-223 71 00
Fax: 90-4-223 30 54
Telex: 42761 ODTK-TR
Programmes: Language courses, disciplinary specialization,
fieldwork, workshops and seminars
Duration: Variable
Language: English
Disciplines: Various

UKRAINIAN SSR

1. The notion of 'staff development' covers both the study of the higher education psychology and pedagogy, of the new educational technologies and the mastering of professional knowledge and skills, the upgrading of the scientific level in various domains of science, technology and in other disciplines.

2. Staff development is carried out in the following forms:
 - training in Institutes and faculties of advanced training (full-time studies up to 6 months);
 - internships in enterprises and in research institutes at home and abroad (up to 1 year);
 - upgrading to the post of researcher (up to 2 years), granting of a sabbatical leave (up to 6 months) for the finalization of the doctoral thesis for the degree of *kandidat nauk* (the first doctor's degree) or of *doktor nauk* (the second doctor's degree) ;
 - doctoral studies in the framework of *aspirantura* or *doktorantura* to obtain the degree of *kandidat nauk* or of *doktor nauk*; **
 - annual 10-day seminars for rectors, vice-rectors, deans and department heads.

Besides, university conferences and seminars for university teachers in computers, law, economics, foreign languages, etc. are also organized.

3. Each university teacher must go through one of the above staff development forms every 5 years.

4. 70 per cent of higher education establishments (out of a total number of 155 in the Republic) organize *aspirantura* courses and 30 per cent, *doktorantura* courses. All higher education institutions have the right to upgrade to the post of researcher and to grant sabbatical leave.

Staff development activities for university teachers are the concern of 14 faculties, 3 departments, 1 advanced training institute and 2 retraining centres.

*, ** These forms can be granted to university teachers only once.

The Ministry of Higher Education of the Ukrainian SSR is responsible for the general administration and coordination of the staff development system in higher education in the Republic.

5. All higher education establishments have the right to establish direct relations with educational and scientific institutions abroad aimed at the training, retraining and advanced training of university teachers. These activities are run by the Ministry of Higher Education on the basis of intergovernmental agreements. 2,000 university teachers go abroad annually for this purpose. The priority areas for staff development are market economy, management and marketing, foreign languages, new technologies (including biotechnology), ecology, etc.
6. Long - term planning covers a 5-year period.
7. Participation in staff development activities (every 5 years) is one of the mandatory criteria to occupy the post of university teacher for a 5-year term.
8. Participation in staff development activities gives university teachers the right to compete for posts for a 5-year period or to be promoted. The award of the degree of *kandidat nauk* grants the holder the right to occupy the post of *docent* (associate professor) while the degree of *doktor nauk*, that of full professor. Salary increases are operated in both cases.
9. There is a staff development programme evaluation. The training usually ends with the writing of a final paper, the results of which should be used in the teaching-learning process.
10. Staff development activities are financed from the state budget.
11. Teaching in staff development programmes is part of regular teaching and research assignments and enjoys prestige.
12. Staff development programmes are financed depending on the material and technical facilities of the respective teacher training institutes. Institutes which second their teachers to attend staff development programmes cover some of the expenses.
13. University teachers continue to receive their salaries during staff development activities.

- 14.** Priority in international cooperation relating to staff development is given to domains relevant for the transition to a free market, particularly to management, marketing, law, foreign languages, new technologies.

- 15.** See annex.

Universities and their addresses	Types of staff development programmes	Duration (months)	Language(s) used	Discipline
1	2	3	4	5
1. Kiev State University Vladimirskaya ul. 64, Kiev	courses	1-10 4	Russian Ukrainian	Russian Language Ukrainian Language Mathematics Physics Chemistry Biology
2. Lvov State University Universitetskaya ul. 1, Lvov	courses	1-10 4	Ukrainian Ukrainian Russian	Ukrainian Language Physics Chemistry
3. Kiev Polytechnic Institute Prospekt Pobedy, 37	courses	4	Russian Ukrainian	Electrical Engineering Electronics Industrial Design
4. Kiev Civil Engineering Institute Vozdukhoflotsky prospekt, 31, Kiev	courses	4	Russian	Business Games Construction Disciplines
5. Ukrainian Agricultural Academy ul. Geroev Oborony 15, Kiev	courses	4	Ukrainian Russian	Agricultural Economics Agricultural Disciplines
6. Kiev Medical Institute Bd. Shevchenko. 13, Kiev	courses	4	Russian	Medical Disciplines
7. Ternopol Institute of National Economy ul. Pobedy 3, Ternopol	courses	4	Ukrainian	Management Marketing

About 50 higher education institutions can train foreign students with a view to obtaining the degree of *kandidat nauk* and 24 institutions, the degree of *doktor nauk*.

YUGOSLAVIA

SLOVENIA

1. University Staff Development is conceived by most university teachers here as professional development in the field of their speciality (contents, research methodology); only a small group of (mainly) psychologists and educationalists understand staff development as a means of improving teaching, learning and curricula.
2. Staff development in the latter sense, mentioned above, is organized mainly in the form of courses, workshops and seminars, also with some round-table discussions and conferences.
3. Regular courses, on an annual basis, were conducted only at the universities of Zagreb (now discontinued) and Ljubljana. Other attempts were sporadic (Novi Sad, Rijeka, Maribor...). These courses are not compulsory, only recommended.
4. There are no specialized staff development units at any of the Yugoslav universities. Staff development has usually been organized by centres which are also responsible for the pre-service and in-service training of primary and secondary teachers. The Centre for Educational Training at Ljubljana University collaborates with the Centre for the Development of the University at Ljubljana (the only of its kind in Yugoslavia) and also with the universities in Zagreb, Rijeka and Maribor. There is no national body charged with co-ordinating staff development activities.
5. The above-mentioned centres at Ljubljana University cooperate with some centres, experts and organizations abroad (through MAIDSTONE conferences, ISSSED and UNESCO networks).

Forms of cooperation: study visits to seminars and workshops; joint organization of seminars and workshops, with international guest trainers and (sometimes) international participants (such as the MAIDSTONE conference in Strunjan in 1984, ISSSED conference in Portorož in June 1989, ATEE/INSET group meeting in Preddvor in March 1990; workshops with international guest trainers in 1984, 1987, two in 1990). Cooperation with the UNESCO network since 1985.

We expect this cooperation to continue and expand in the framework of the TEMPUS project on improving teaching and learning at universities, which has been approved for the 1991/1992 academic year.

6. There is no official long-term planning of staff development activities at the moment, apart from the individual projects already mentioned.
7. Pedagogical training is not a prerequisite for any teaching post above the secondary school level.
8. Participation in pedagogical training is evaluated as an asset in the framework of habilitation procedures (election to a higher post - from assistant to "docent", or from "docent" to "professor"). There are no penalties attached to nonparticipation.
9. In the courses and seminars, organized in Ljubljana/Slovenia, a formative and summational evaluation is being conducted, in cooperation with the participants, at every course or workshop. This is mainly done by means of interviews, observations and questionnaires. Attitudes to different topics and methods, evaluation of general climate and proposals for further activities are being followed.
10. Activities at Zagreb University were financed by the university itself. In Ljubljana, courses are financed partly from the same budget as courses for INSET of teachers; partly by participants themselves or their institutions. As short (2-5 days) courses prevail, costs are minimal.
11. Trainers in staff development courses usually get a "per day" salary, when teaching graduate students. This work is not part of their regular teaching assignments.
12. See p. 10.
13. As all the courses are short (2-5 days), this problem does not arise. But as the experience shows, problems of overburdening may arise when courses are not offered in lecture-free periods (vacations).
14. Priorities should be given to:
 - activities that have a "multiplier" effect, like our project proposed for the TEMPUS scheme (workshops for training the trainers). Also, training (primary and secondary) teacher trainers would fall into this category;

- staff development in new approaches, fulfilling the future needs of university teaching (interdisciplinarity, multicultural aspects, participatory learning, action learning...).

15. For the time being, only information on the "training of trainers" workshop, which is planned in the framework of the TEMPUS project, can be given:

Time/place:	June 22-26, Portorož, Slovenia
Organizer:	Centre for the Development of the University (at Ljubljana Kongresni trg 11, 61000 Ljubljana)
Type:	a 5-day workshop for trainers from Central-Eastern Europe in experiential, participant-centred approach to staff development; guest trainers from Germany and Great Britain.
Language:	English, with possible subgroups in Slovene, Croatian, Serbian, Czech, Slovak, Hungarian (and others, if needed)
Discipline:	pluridisciplinary group (in subsequent years, groups in technical disciplines and medicine are being planned).