

Educational Leadership Programme 2023-2024



university of
 groningen

UNIVERSITY OF TWENTE.

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1. Introduction

Why Educational Leadership?

Social and technological developments in society require different qualities in our future graduates. Research in educational science, psychology and neuroscience has given us many new insights in how the human brain develops and what learning really is. ICT has an ever-growing role in education and student populations are more diverse than ever. Finally, changes in policies, laws and regulations not only influence the choices and study habits of students but also affect the internal quality processes in universities.

These developments lead to a greater need for academics who are able to take a leading role in education. People who can formulate a vision and who can direct innovation and improvements in education. Formal and informal leaders who have profound insight in the processes of teaching, learning and curriculum development. Educational leaders who are able to work in the internal force field of the university, accounting for all relevant stakeholders and make change happen.

Since 2015, the UT and the UG have jointly offered the Educational Leadership Programme (ELP) to help their academics develop these qualities and become an Educational Leader.

For Who?

For (senior) academics who will develop as successful leaders in educational innovation and improvement of teaching and learning. Besides teaching, they have educational management positions or an informal role in educational leadership. Participants are able to develop a clear vision on - and give direction to - educational innovation and improvement, in both formal and informal ways. They are able to connect vision and strategy with the practice of teaching and personal skills to lead educational programmes. Roles and positions in which participants usually work: (future) programme director, vice dean of Education, (associate) professor, members of the UCOW (UT), high potentials.

Benefits for Participants

With this programme, participants can develop themselves as educational leader. They will gain a good theoretical and practical foundation in the fields of educational science, change management and educational leadership. They will be able to start, design, lead and execute educational projects to improve and innovate education in their programme or faculty.



Benefits for the Organisation

The ELP supports the participants in developing themselves as educational leaders. They will have authority among their colleagues; they will know how to solve educational problems with their colleagues and can implement sustainable solutions. They will be part of a solid network at their own university and will be able to give an impulse to the general educational culture of the faculty and university.

2. About the programme

What Will Participants Learn?

During this programme, participants will focus on the following*:

1. Contribute to the creation of an aspirational, inclusive and supportive learning environment that advances student learning.
2. Design, deliver, evaluate and lead a sustainable educational innovation or improvement at various levels within the context of one's own institution (i.e. curriculum/ school/faculty).
3. Reflect critically on the processes followed and one's own role in it.

4. Stimulate and support colleagues in their professional development as teachers in higher education.
 5. Take initiative in (institutional) educational policy development and implementation.
- * It is important to note that these learning objectives are not fixed-end positions that every participant should attain, but act as guidelines for development. Different participants will therefore show a different development.*

Testimonials from Previous Participants

"The ultimate value of this training is the professionalization of programme directors and other persons that have decision roles in the management of education. Next to this, it creates a community in which the informal exchange of ideas/experiences is possible."

"The trip abroad in particular was inspiring: it motivated me to integrate the strengths I saw there into my own programme."

"Participation in the ELP has helped me to create a personal toolset to evaluate academic education on various merits, which I used in turn to influence and improve educational processes at our university."

"The program has stimulated me to reflect on my own development, while at the same time helping me to move forward by introducing new concepts and ideas that I could use in my day-to-day practice as well as in developing long term strategies."

"This programme is a safe haven for new ideas with large room for personal career growth and innovation. It is a must for any future educational leader who aims at not being a mere follower of the past but a leader of the tomorrow."

"The input and my experiences in the ELP provide a solid foundation in my work as teacher and program director."

"Fantastic programme! Certainly, the contacts and InterVision between the members is of great value."

Programme Board

The programme board is responsible for the quality of the programme and the final selection of the candidates. The board consists of: prof.dr.ir. Nieck Benes (UT), prof.dr. Susan McKenney (UT), prof.dr.ir. Gerco Onderwater (UG), prof.dr. Sabine Otten (UG), prof.dr. Jan Riezenbos (UG, chair) and prof.mr.dr.ir. Jaap Zevenbergen (UT).

Programme Supervisors

Supervisors are dr. Hanno van Keulen (TU Delft), ir. Frank van den Berg (UT) and Jaap Mulder, MSc (UG). They are responsible for the selection interviews, the organization and guidance of all sessions, the international study trip and the individual meetings with the participants.

Practicalities

Language

The language in the programme will be English, unless all participants speak Dutch.

Time investment by participants

Participating in this programme will take on average 0.1 fte over the full period of the programme (May 2023 – July 2024).

Experience shows that this time is really needed for active participation; the dean and supervisor of the participant are therefore asked to enable the participant's participation by including this in setting the workload during the programme.

Fee

Participation fee for the programme is €14.000,- per person. The fee includes professional guidance during the programme, sessions, accommodation in conference hotels, costs of the study trip, the programme management, literature etc. Travel costs to and from the conference hotels are not included.

3. Nomination, application and admission

Nomination by faculty board/ dean

Candidates are nominated by the faculty board. The dean writes a short motivation for the nomination, and ensures that the candidate will get sufficient support during the course, both in sufficient time for participation (0.1 fte during the whole programme) and in facilities and support for executing the individual assignment.

The deadline for *nomination* is *Tuesday 31 January 2023*. Nominations should be sent to the contact person of your university (see below). The candidates can send the additional information at a later date (see below).

Selection and Admission

All candidates will have a selection interview with the supervisors of the programme. During the interview the motivation and learning objectives of the candidate will be discussed, what contribution the candidate can bring to the programme and whether the programme fits the position and ambition of the candidate.



Based on this interview, the supervisors write an evaluation. This evaluation is discussed with the Programme Board of the ELP, who will decide on the participation of the candidate. Both the candidate and the dean will receive a motivated decision about the outcome of the admission procedure.

Contact

If you have additional questions on the programme, do not hesitate to get in touch with: Jaap Mulder (contact person UG); j.a.mulder@rug.nl, 050-3635810
Frank van den Berg (contact person UT); f.m.j.w.vandenberg@utwente.nl, 053-4893739



Participants of the 4th edition of the ELP.

Additional (detailed) information for candidates

Learning philosophy: learn with and from one another

1. The focus of the programme is on the personal development of each individual participant. Although all participants follow the same programme, what you learn and how you develop is different for each individual. With reflection, peer-to-peer coaching and the individual project you learn and develop what is relevant for yourself, in your position and situation.
2. The programme relies for a large part on peer learning: you will learn with and from one another; active participation, group work and peer feedback are therefore important ingredients for the learning in the programme.
3. Other important principles are feedback and reflection. Besides peer feedback, you will have three individual feedback meetings on your development during the programme: at the start, to discuss your individual project and personal ambitions; halfway the programme for a midterm evaluation, and at the end of the programme to reflect on the personal development. These midterm and final meetings will be with one of the supervisors of the programme together with either a member of the programme board or a relevant alumnus of earlier editions of the ELP.

Set up of the programme

The setup of the ELP consists of six main components:

1. Eight thematic sessions with renowned guest speakers

Each thematic session takes place in a conference hotel and has a specific theme related to educational leadership. The theme will be elaborated during a guest lecture by a (inter)nationally renowned speaker. In addition, each session entails presentations by participants, peer-to-peer feedback, and ample time for reflection.

2. An international study trip

Halfway through the programme you will go on a week-long international study trip. During this trip, you will visit several universities and, if applicable, other relevant organisations that relate to Educational Leadership.

3. An individual assignment in the faculty of the participant

You will work on an individual educational project. Since the project is relevant for your programme or faculty, the outcome should have a sustainable impact. In addition, the individual project acts as learning tool enabling you to apply what you have learned during the programme.

4. Two group assignments, based on questions from the Board of the UG and the UT.

You will also work in mixed groups on an assignment that is based on a question supplied by the boards of both universities. The exact assignment is defined in consultation with the group, and after analysis of the problem, the groups will give an advice to the board that supplied the question.

5. Intervision

Each session will have (guided) intervision, in which participants take their own work (including the projects), experiences and questions as starting point for reflection and peer feedback.

6. Individual coaching and workshops

You will have three individual conversations with (one of) the supervisors, to enhance your personal development. In addition to the sessions and assignments, you will be able to choose two practical workshops on leadership skills training, from a list of different topics.



Themes and content of the sessions

The programme goes beyond individual disciplines and individual courses. The exact themes and specific content of the eight sessions will be decided upon in consultation with all participants, both in the selection interviews and during the programme. The following topic categories can be included in the programme:

<i>Visions</i>	<ul style="list-style-type: none"> - <i>the university's strategy</i> - <i>the identity of a study programme</i> - <i>the organisation of teaching and learning</i> - <i>funding and structure of university education</i> - <i>local, national and international context of the university</i>
<i>Education and learning</i>	<ul style="list-style-type: none"> - <i>diversity in the student population, honours teaching</i> - <i>interdisciplinary education</i> - <i>psychology and neuropsychology of learning</i> - <i>learning and teaching</i>
<i>Practice at the curriculum level</i>	<ul style="list-style-type: none"> - <i>curriculum structure, curriculum design</i> - <i>competence development as part of a study programme</i> - <i>blended learning, strengths and limitations of using ICT in the classroom</i> - <i>internationalisation</i> - <i>quality assurance</i>
<i>Leading change processes</i>	<ul style="list-style-type: none"> - <i>change processes, strategies and interventions</i> - <i>managing educational change processes</i> - <i>managing professionals and project staff</i> - <i>permanent professional development for teachers</i> - <i>coaching junior lecturers</i>

A key component of the programme is transfer of learning to the work environment. This is achieved through, among other things, the individual project, the group projects and participation in a peer feedback group.

Format of the thematic sessions

Thursday afternoon and evening <i>Start: 12.00h or 15.00h*</i>	<p>Learning from each other Peer-group discussions, in small groups, in which participants take their own work (including the projects) as starting point for peer feedback Discussion of educational innovations from participants' programmes.</p>
Friday morning	<p>Professional enrichment Introduction/workshop by guest speaker Discussion and professional enrichment activities</p>
Friday afternoon <i>Closure: 16.00 hrs</i>	<p>Learning through reflection Consolidating the thematic angles adopted in the session through applying them to practical issues regarding curriculum development Reflection Organizational topics and evaluation</p>

* the first session and the sessions at the universities will start at 12.00h with a lunch, all other sessions start at 15.00h.

Dates

The sessions are planned on the following dates:

11 + 12 May 2023	Session 1, start of programme	Zwolle
22 + 23 June 2023	Session 2	Nunspeet
21 + 22 September 2023	Session 3	Nunspeet
19 + 20 October 2023	Session 4	Zwolle
19 - 24 November 2023	<i>International study trip</i>	
25 + 26 January 2024	Session 5	University of Twente
14 + 15 March 2024	Session 6	University of Groningen
18 + 19 April 2024	Session 7	Zwolle
6 + 7 June 2024	Session 8	Nunspeet
5 July 2024*	Closing session	tbd

* Date preliminary

Please note:

- participating in all sessions is mandatory.
- participants will organise two visits at the UT and the UG, where we will visit each other's university.

Application and selection for the programme

Applying for the programme

The faculty board/ dean of the faculty nominates the candidate (deadline 31 January).
At the latest 10 February you as candidate should supply send the following additional information:

- a motivation letter, in which you state why you want to participate in the programme, what you want to learn, what experience you can bring to the programme (1 A4).
- an educational CV, stating your experience in higher education (in teaching, innovation of education as well as organizational and management tasks; max 2 A4)
- a description of your first ideas of the individual project that you would like to work on (1 A4, see details later)
- a letter of your supervisor stating that sufficient actions are taken to support and facilitate your successful participation in the programme, both in time (0,1 fte) as well as in support for your individual project.

Please send your completed application to the respective contact person.

Criteria for admission

Participants of the programme:

- have demonstrated their seniority in teaching (by designing, facilitating, evaluating and improving educational programmes), well above UTQ level;
- have questions about the development and the management/supervision of academic teaching that exceed course-level (higher aggregation level);
- carry out educational management tasks within their faculty;
- follow the programme from beginning to end: participate in all thematic sessions, work on an individual and a group project and take part in the study trip.

Selection of candidates

After receiving the nominations, the supervisors of the programme will invite all applicants for an intake interview. These interviews will be held in March 2023. During the interview your motivation and learning objectives, what contribution you can bring to the programme and whether the programme fits your position and ambition will be discussed.

The supervisors will write an evaluation of each intake interview. This evaluation is discussed with the Programme Board of the ELP, who will decide on the participation of all candidates. Both you and the dean will receive a motivated decision about the outcome of the selection and admission procedure.

Number of positions and selection procedure

A candidate will be selected when the Programme Board thinks the candidate meets the criteria. Minimum 12 and maximum 16 places are available in this course. If the maximum is exceeded, the programme board will decide based on optimizing the participant mix.

Important dates for application and selection	
31 January 2023	Deadline for nominations by the dean
10 February 2023	Deadline for application by candidates
March 2023	Selection interviews with candidates
Half April 2023	Meeting of Programme Board, admission decision
Before 27 April 2023	Informing of candidates about participation in the course
11 May 2023	Start of programme

Information on the individual project

The individual project: to learn and to apply

During the Educational Leadership Programme, you will execute an individual project. This project is a learning instrument in the programme, meaning that it gives you the opportunity to apply what you have learned in the programme, and at the same time acts as input for your reflection on your development as academic leader. The project offers a place to try out new ideas and gain experience in leading a team working on an educational innovation. Problems faced in the project can be discussed with the other participants and the guest speaker during the sessions to gain new ideas for possible solutions.

It is desirable that the project is successfully completed before the end of the programme, successful meaning that it leads to an improvement of the previous situation. However, the most important function of the project is that it helps you in your development. Even a project that is not completed or does not deliver the expected results can be successful in helping you learn and develop.

Suitable projects: conditions

Projects that can qualify as individual project in the ELP meet the following conditions:

- it is project, meaning it has a clear start and end date
- the project involves multiple people, you will act as project leader
- the topic is a real innovation or improvement in education and transcends an individual course
- the project is relevant for the programme or faculty, meaning that the programme/faculty can benefit from the results of the project
- the project supports the transfer between meetings (theory) and daily practice
- the project addresses both educational innovation and leadership and management qualities
- the project is challenging for you

Tips for describing the possible project

Please include the following:

- the context of the project (what programme/faculty, history, stakeholders)
- short description of the problem (what, for whom, how much, why is it a problem, short problem definition)
- first ideas on your approach to analyse and solve the problem (how, who involved)