

Educational Leadership Programme 2024-2025

For Radboud University

For (senior) lecturers/researchers actively involved in leading development in teaching and learning

February 2024

Centre for Academic Teaching and Learning, Utrecht University:

Mirjam Bok, programme manager

Email: m.bok@uu.nl / cat@uu.nl, T: 06-41551481

Contact person Radboud Teaching and Learning Centre RU:

Lon Kalb, project manager Radboud Teaching and Learning Centre

Email: lon.kalb@ru.nl

General information about the programme

From experience to what we have to offer

Since 2000, the Educational Leadership Programme has been frequently organised for Utrecht University and since 2010 the programme has also been organized for other universities in the Netherlands: Erasmus University, the University of Amsterdam, Leiden University, the Vrije Universiteit, the University of Twente and the University of Groningen, Eindhoven and Wageningen University and for an inter-university group of participants consisting out of the University of Amsterdam, the Vrije Universiteit, Delft University, Tilburg University, the Open University, and the University of Groningen.

This programme provides educational pioneers within faculties and departments with the necessary baggage to enable them to operate as educational leaders. Participants report that the programme has provided them with many educational insights which have given them the confidence to operate with authority among their circle of colleagues. Simultaneously, they have worked on enhancing their personal leadership qualities in such a way that they can now adequately fulfil their role as educational leaders.

Furthermore, the level of contact between the participants after the programme has ended is striking. Participants leave with a network of contacts whom they can consult for advice on how to approach educational innovation. It is not unusual that a solid network emerges from the Educational Leadership Programme and this network of previous participants is often positioned as a discussion partner to the Rector and Deans.

What does the programme offer the participants?

Once a participant is selected he or she is offered the following:

- A select group of colleague-participants no larger than 16 participants;
- Eight meetings (24 hours) in a conference hotel, off-campus, but easy to reach by public transportation;
 - ✓ the meetings are thematically balanced between educational science and leadership;
 - ✓ inter-vision;
 - ✓ renowned guest lecturers;
 - ✓ experienced programme facilitators;
- A joint international study-trip (one week);
- Room for reflection, interaction and the possibility to explore the practical implications of the provided theories and the study trip together;
- Feedback while working on an innovative educational project in your own organisation;
- Strengthening your own qualities as an educational leader in an innovative project,
- An optional range of training courses (persuasion, 'transparent management'),
- Your own book-selection of the topics covered;
- A final, one-day, meeting, and a participation certificate issued by the Rector on behalf of the programme board.

What does the programme offer the university?

The Educational Leadership Programme offers the universities the following:

- Employees in management positions:
 - ✓ who can assert themselves as educational leaders;
 - ✓ who have been given a solid foundation in the field of educational innovation and have authority among their colleagues;

- ✓ who know how they can approach an educational problem with their colleagues in order to find a sustainable solution;
- ✓ who are part of a solid network of colleagues at their own university;
- The results of innovative educational projects that have been carried out by the participants during the programme;
- A firm foundation on which an educational career path can be shaped;
- An impulse to the general educational culture of the university.

Active involvement of the Rector

In order to be successful, the programme requires active involvement of the Rector:

- from a circle of 'respected peers', the Rector appoints two programme directors who, in addition to the Utrecht programme board, are jointly responsible for the admission of participants, the assessment of their mid-term work and the awarding of the certificate afterwards;
- the Rector is available for a dinner meeting during a yet to be determined thematic meeting in which the educational policy of the institutions is discussed;
- the Rector is available for the policy discussion during the final meeting; as proof of competence, participants discuss the educational policy of the institution with the Rector; the Rector then awards the certificates on behalf of the programme board.

Admission

Together the participants can make the programme into a mutual success for each other: thus, the selection of the participants is essential. Participation is reserved for academic staff, i.e. employees who are active in the academic areas of education, research and preferably management. Participants should have influence on (parts of) the curriculum. Participants are expected to play an important inspirational role in educational development and innovation.

Participants are nominated by the Dean of their faculty. The person who nominates a candidate for the Educational Leadership Programme has to motivate this recommendation in a few recommendation lines and has to ensure that the participants will get sufficient opportunities during and after the course (in time and position) in order to stimulate educational development and innovation.

Each candidate is interviewed by the supervisors of the programme. In preparation for the matching interview the candidate has to present the following documents:

- a personal motivation letter addressed to the programme board;
- a CV listing their educational career achievements;
- a first draft of the innovative educational project that the participant will take on during the course of the programme (see Appendix 1);
- a written statement from the participant's line manager ensuring that provisions are made in the workplace in order for the candidate to actually participate in the course.

The programme board of the Centre for Academic Teaching and Learning decides on the admission of the candidates. This programme board will be extended for this programme with two members of Radboud University. On the basis of the presented documents and the admission criteria as listed in Appendix 2, each candidate is weighed by the programme board. Both candidate and university receive a motivated decision about the outcome of the admission procedure.

Timing

The run-up to the programme has the following timetable:

October 2023	All dates are set, Invitation to the Deans by the rector to nominate candidates
1 December 2023	All applications for candidates should be received at the Radboud TLC (tlc@ru.nl)
1 February 2024	The nominated candidates receive an invitation for a matching interview (organized by the UU)
March 2024	Matching interviews at the campus of Radboud University
20-21 June 2024	First thematic meeting (from Thursday 12.00h until Friday 16.00h)

Costs

Time is the most important investment for the participants of the programme. We know from experience that, on average, 0.1 of a full-time contract is required in order to complete the programme successfully.

Utrecht University charges a fee of € 16.000 per participant. This includes costs such as professional guidance during the programme, lectures, books etc., accommodation in the conference hotel, costs of the study trip, costs of the programme management. Costs such as travel costs to and from the conference hotel are not included.

Description of the programme

Professionalization of teachers and teaching

Constant change is a characteristic of university teaching. The demands made on university teachers by science and society are continually changing. This is true for aspects of curricular content, teaching methodology and educational pedagogy. Student expectations of teachers are changing, partly due to changes in the university curriculum and the introduction of bachelor's and master's programmes. Students have become more demanding and, in some ways, more critical; they have different study habits and they enter university with different secondary learning experiences. The curriculum increasingly focuses on generic academic skills versus discipline-specific skills, and the possibilities of ICT are expanding rapidly. All of this means that (senior) lecturers/researchers must have a thorough understanding of the processes of teaching and learning and of the relationship between these two.

The ongoing developments in the field of teaching strengthen the need for educational leadership. Dutch universities are keen to be at the international forefront of responding to these challenges and thus invest in continuing professionalization of university teaching. This edition of the Educational Leadership Programme is one of the means to achieve this end.

General content and structure of the programme

Learning objectives

The programme aims to enable participants to apply various aspects of educational leadership to their own practice. This means that they:

- are able to perform adequate analysis of complex educational problems;
- are able to design and implement (or have others implement) practical solutions to current issues in teaching and teacher development; and
- have the skills to encourage, organize and support teaching and teacher development.

The programme is short-term and gives participants the opportunity to develop. This means that progress will be achieved, but participants are not expected to meet predefined exit standards.

Structure of the programme

The programme is built around eight thematic meetings, which are held at a conference hotel. These meetings are scheduled on Thursdays and Fridays, beginning at 16.00 hours on Thursdays (the first meeting has a different start time: 12 noon) and ending at 16.00 hours on Fridays. The Thursday session continues until 20.00 hours, followed by dinner and overnight, and the Friday session runs from 9.00 to 16.00 hours.

Each thematic meeting focuses on a topic that is relevant to educational leadership, educational innovation and curriculum development, and that meets the learning needs expressed by the participants.

As part of the programme, participants work on a supervised project within their own Faculty or programme (on-the-job training). The projects address current educational issues within the Faculties, leading to gains for those Faculties keen to resolve these issues. The project is chosen in consultation between the participant and the Faculty or Faculty unit; the Faculty commissions the participant to successfully complete the project and provides the resources to do so.

The programme includes an international study trip to other universities. This will be organized by the programme facilitators in consultation with the participants.

Format of the thematic meetings

Thursday afternoon and evening <i>Learning from each other</i>	Peer-group discussions, in groups of four or five, in which participants take their own work (including the projects) as a starting point for peer feedback Discussion of own practice regarding educational innovation using participant projects.
Friday morning <i>Professional enrichment</i>	Introduction/workshop by a guest teacher Discussion and professional enrichment activities
Friday afternoon <i>Learning through reflection on course content and course format</i>	Consolidating the thematic angles adopted in the programme by applying them to practical issues regarding curriculum development Organizational topics and evaluation

The thematic content of the programme

The programme is not about enhancing subject knowledge; it goes beyond individual disciplines and individual courses. At various moments during the programme, the following topic categories may be introduced and addressed by nationally and internationally renowned guest teachers.

Visions	- of learning and teaching - of the university's learning goals - of the identity of a study programme - of the organization of teaching and learning
Practice at the course level	- addressing diversity in the student population, honours teaching - interdisciplinary education - activating and motivating modes of teaching - alternative methods of assessment
Practice at the curriculum level	- curriculum structure, curriculum design - competence development as part of a study programme - blended learning, strengths and limitations of using technology - internationalization - quality assurance
Leading change processes	- funding and structure of university education - change processes, strategies and interventions - managing educational change processes - managing professionals and project staff - continuing professional development for teachers - coaching junior lecturers

It goes without saying that the programme addresses themes in these areas that are of interest to the participants. Using pre-programme matching interviews, and mid-programme evaluations, the programme facilitators aim to ensure that the thematic content meets the interests and needs of participants.

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

Programme dates

20-21 Jun 2024	Thematic meeting 1 start: 12.00 on Thursday, ends 16.00 on Friday
12-13 Sept 2024	Thematic meeting 2 start: 16.00 on Thursday, ends 16.00 on Friday
10-11 Oct 2024	Thematic meeting 3 start: 16.00 on Thursday, ends 16.00 on Friday
21-22 Nov 2024	Thematic meeting 4 start: 16.00 on Thursday, ends 16.00 on Friday
23-24 Jan 2025	Thematic meeting 5 start: 16.00 on Thursday, ends 16.00 on Friday
16-21 Feb 2025	International study trip (Sunday through to Friday)
3-4 April 2025	Thematic meeting 6 start: 16.00 on Thursday, ends 16.00 on Friday
15-16 May 2025	Thematic meeting 7 start: 16.00 on Thursday, ends 16.00 on Friday
12-13 Jun 2025	Thematic meeting 8 start: 16.00 on Thursday, ends 16.00 on Friday
Monday 15 Sept 2025	Final meeting 9.30 – 18.00, followed by dinner

Locations (still subject to change)

- *De Wageningsche Berg - Wageningen*
- *Grootwarnsborn - Arnhem*
- *Huize Heyendaal - Nijmegen*

Responsibility and organization

The programme board of the Centre for Academic Teaching and Learning of Utrecht University and the Radboud Teaching and Learning Centre makes decisions on admission of participants, programme content and end-of-programme assessment measuring achievement of objectives. The board consists of (preliminary):

- prof.dr. W.D.J. Kremer, chair (UU)
- prof.dr. Roland Laan (RU)
- prof.dr. Paulien Meijer (RU)
- prof.dr. M. van der Schaaf (UU)
- prof.dr. M.L. Waaldijk (UU)
- vacancy (RU)

Programme facilitators are prof. dr. Jan Bransen (Radboud University) and dr.ir. Hetty Grunefeld (Educational Consultancy & Professional Development, Utrecht University).

Programme manager is Mirjam Bok, MSc (Centre for Academic Teaching and Learning, Utrecht University), who provides organizational support to the programme board and the programme facilitators.

Appendix 1: Innovative educational projects

During the Educational Leadership Programme each participant will execute an innovative educational development project.

What do we mean by an innovative educational development project?

Within the Educational Leadership Programme, a project qualifies as an innovative educational development project when it contains an element of educational innovation or improvement that transcends courses and which can be tackled as a project under the guidance of a participant of the programme. Participants of the Educational Leadership Programme are already involved with the improvement or innovation of academic teaching both in their daily practice as teacher-researchers and from their (informal) leadership positions in the field of academic teaching. Many of them also have experience with large-scale innovation at the curriculum level, for example revising a curriculum or developing a programme. Some of these changes are the result of a continuous improvement process. Others are tackled as a project: with a clear start and end date, and with a (small) team of colleagues who collectively devise and implement the plans. A project needs a project leader and within the educational projects of the Educational Leadership Programme, that role is reserved for the participants.

The role of the projects within the Educational Leadership Programme

The projects offer a transfer between meetings and daily practice: knowledge and insight gained in the meetings can be put into practice and problems that arise during the meetings can be discussed with guest lecturers and fellow participants in order to gain ideas for possible solutions. Projects offer both a place to try out new ideas and an opportunity to gain experience in leading a team that is fully occupied with educational innovation. The majority of the participants of the programme already have a role as educational innovators in their daily practice. However, there are also participants who find it difficult to find a suitable project because they have not been sufficiently involved in the area of educational innovation. For them, the project can function as a tool to get acquainted with the area (and the network) of educational innovation.

What makes a project suitable and successful?

A project is suitable for the Educational Leadership Programme when it fulfils the function of transfer between meetings (theory) and daily practice, regardless of whether the results of the project are useful for the organisation. During the Educational Leadership Programme, regular attention is paid to this transfer, by explicitly asking for practical experience to support the theory, or by giving assignments that encourage participants to apply the theory in practice. Of course, it is also important whether a project is successful for the participants and the organisation. Success here means that a project yields useful results or, in other words, that it is an improvement compared to the existing situation.

When providing feedback on the projects, a number of criteria are used as a guideline in order to determine the success rate of the project. These criteria are deduced from the goals of the Educational Leadership Programme and from the literature on success factors for (educational) innovation:

- The project addresses both educational innovation and leadership and management qualities;
- Improving and renewing education takes place at cross-curricular level;
- The project is executed by a small team with a facilitating role for the participant of the Educational Leadership Programme;
- The project challenges the participant;
- The project aligns with the interests of the participant and the organisation's needs.

To increase the success rate of a project the following, additional focus points were developed:

- a. *Problem analysis*: what is the problem; who owns the problem; how big is the problem; is the proposed solution a solution to the problem?
- b. *Plan of approach*: is there a client; is there sufficient support among colleagues and others for the proposed problem and the proposed solution; method of involving colleagues with problem and solution; feasibility of goals and planning?
- c. *Facilitator*: is there enough support for the leader of the team, from above (client) as well as from a buddy/coach, to discuss the development process?

Appendix 2: Criteria for admission

Basic criteria for admission

Participants of the programme:

- Have demonstrated their seniority in teaching (by designing, facilitating, evaluating and improving educational programmes) or have obtained their UTQ (BKO);
- Have questions about the development and the management/supervision of academic teaching that exceeds course-level (higher aggregation level);
- Carry out educational management tasks within their faculty;
- Follow the programme from beginning to end, that is to say: participate in the thematic meetings, work on a project and take part in the study trip.

Number of positions and selection procedure

A position is only filled when the Programme Board makes the decision to admit a candidate for that position. A maximum of 16 places is available in this course. If the Programme Board believes that there are more than 16 candidates who meet the criteria, they will then make a selection taking into account the following:

- The extent to which the candidates meet the criteria;
- The number of places already filled by one specific Faculty and/or knowledge domain (overrepresentation counts as a contraindication);
- If the Programme Board believes that fewer than 16 applicants meet the criteria, not all available places will be filled.

Admission procedure

The admission procedure contains the following steps:

- The Dean nominates one or more candidate(s);
- The Dean makes provisions that enable the candidate to participate fully in the programme;
- The Rector approves the nomination.
- The Centre for Academic Teaching and Learning contacts the nominees to arrange a meeting: in preparation, the candidate provides the required information;
- The supervisors of the programme conduct an individual matching interview with each candidate in order to check the extent to which the candidate meets the criteria and how the wishes and expectations of the candidate match the intentions and possibilities of the programme;
- The Programme Board decides on formal admission based on a discussion of the report of the matching interviews and the documents provided by the candidate;
- The Programme Board informs the candidate and the Rector about admission.

Appendix 3: Optional Training Offer

During the programme, several training courses will be offered (time indications subject to change):

1. Project management training course by Twynstra & Gudde (2 days with 2-3 weeks in between, June/July 2024)

The project management training covers both the project management method and the required soft skills. For a broader perspective and action repertoire of the project manager, this training also covers other methods such as programme management and process direction. We also go through all the main facets of project management, always using a combination of theory, group practical application and plenary discussion.

Topics covered during the training:

- Introduction and personal learning questions and cases
- Project-based work and other forms of planning
- Project start-up using the project canvas
- Phasing, project control and decision-making
- Division of roles: who is responsible for what?
- Environmental management
- Risk management
- Soft skills and difficult practical situations
- How to proceed: what is needed to apply this structurally in our work?

2. Workshop persuasion/dealing with resistance by De Federatie (2 sessions with 2-3 weeks in between, Dec 2024/Jan 2025)

Practicing conversation techniques and stretching personal repertoire in the role of informal leader. Staff members and teachers fulfil a directing role in education, they are held responsible for the educational programme but aren't (hierarchical) managers to the colleague-teachers who are involved. In this workshop we further investigate the following matters:

- How do I convince people.
- Which interventions can I use to generate change.
- How to deal with resistance.
- How to create support.
- How to acquire a win-win-situation

In this experience-based and practical workshop there will be a lot of practicing. Participants will investigate a case together and deliberate how to convince the other party of their plans. The trainer will give the theoretical framework on how to deal with resistance, how to position yourself and how to investigate common interests.

3. Workshop Transparent Leadership by De Federatie (1 day, February/March 2025)

Practicing leadership repertoire 'face to face', also in situations without hierarchy.

This training aims to further develop your communication skills in the role of educational leader in order to achieve a greater result with less energy. During this day, attention is paid to the preparation of (complex) conversations, deepening your understanding of the other party, bridging opposing interests, dealing with conflicts, etc. It is a day of doing, short simulations, lots of interaction, helping each other, small intervention moments to share and apply insights with each other, based on a theoretical framework. The result: a different approach on your next working day!