



Utrecht University

Centre for Academic Teaching

Self-Evaluation Report Centre for Academic Teaching, Utrecht University



*Advance
student learning
by empowering
and supporting
university teachers*

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PREFACE

In 2017 we concentrated our many activities in teacher development and educational innovation in a new Utrecht University Centre for Academic Teaching (CAT), marking both the anchoring of these activities for the period ahead as well as the expression of new ambitions. The Centre for Academic Teaching ('the Centre' or 'CAT' below) serves as a provider of support to the University's teaching and learning community and as a network of University-wide initiatives and activities.

Utrecht University is working towards a better world by researching complex issues across disciplines and by giving students the opportunity to develop themselves. Therefore, as a comprehensive research university, we highly value our teaching mission. Utrecht University started investing in educational innovation and teacher development substantially in the 1990s. Since then, a variety of measures have been taken and many initiatives have become rooted in the teaching and learning community, such as Educational Consultancy and Professional Development, Educate-it, the Teaching and Learning Lab, Teacher Community TAUU and many others.

CAT contributes to the visibility of teaching and to teaching expertise at Utrecht University and aims to further boost our University's efforts to stimulate a positive teaching culture. Since its inception, the Centre has invested in strengthening the University teaching community, expanded its activities and contributed to the visibility of its constituting partners and programmes within the University and elsewhere. In the COVID-19 crisis, the Centre's central Support Office and its partners have shown the strength of the network by its immediate and collaborative University-wide response. CAT was able to very quickly offer an extensive programme of support by directing teachers to the right resources and by connecting the teaching community to exchange concerns and solutions. The Centre also provided valuable educational expertise to inform University policy. However, an international teaching cultures survey has shown that - although UU teachers feel well supported - in the experience of junior faculty in particular, teaching is much less valued than research. To further enhance a positive teaching culture, it will be necessary to improve the position of teaching in academic careers. This will be an important objective for Utrecht University's strategy in the next five years, in which CAT will play an important role.

We hope to continue the University's efforts to support our teaching community, consisting of our academic teachers and support staff, who provide crucially important didactic, technical and organisational expertise. Furthermore, we want to invest in the scholarship of teaching and learning, in higher education research and in further developing our perspective on the future of higher education. The start of the research focus area Higher Education Research at the beginning of 2020 is an expression of one of these ambitions. CAT plays an important role in all of this. We are eager to learn from the review committee's critical peer reflection what

we are doing well, what we could do even better and how we could organise things in such a way as to ensure optimum impact for Utrecht University's teaching and learning community. I look forward to meeting the international review committee during their site visit. We will use the recommendations of the audit to further develop the activities currently offered by and through the Centre for Academic Teaching.

*Prof. Henk Kummeling, PhD
Rector Magnificus, Utrecht University*



Photo: Ed van Rijswijk

EXECUTIVE SUMMARY

Building on an extensive range of existing activities, the Centre for Academic Teaching of Utrecht University was established three years ago, in September 2017. The Centre aims to advance student learning through teacher development, educational innovation, and educational scholarship. The Centre does so by combining a central Support Office with a University-wide network of partners that share the aim of optimally supporting and advancing academic teaching. The Centre's role in this network is to provide teachers with overview and access to support opportunities and to enhance synergy and expertise sharing for all of the Centre's partners.

The first two pillars of the Centre, teacher development and educational innovation, have a long-standing tradition at Utrecht University. Consistent policy focus had led to a broad offer of courses, support and incentives for teacher development and educational innovation, with contributions from several departments and programmes. The Centre's own contribution has focused on combining and further extending the activities in teacher development and educational innovation. In contrast, the third pillar, educational scholarship, is a new strategic focus. Over the last three years, a completely new infrastructure for educational scholarship was created with academic development courses, grants, a yearly Scholarship of Teaching & Learning conference, and the start of the Higher Education Research focus area.

The Centre also serves as a centre of expertise, gathering and combining the educational expertise distributed throughout the network, not only across partners but also across academic and non-academic staff. The board, management team, fellows and heads of different partners in the Centre frequently represent Utrecht University's education at various national and international platforms. The Centre is structurally linked to the educational policy department, while both structural and incidental broker positions ensure expert input for policy decisions and vice versa transfer of university strategy into teaching & learning development. Because of the multi-sidedness of educational (support) expertise, communication and collaboration are crucial for fully accessing and displaying the shared expertise and experience available. Strengthening the partnership expertise-exchange infrastructure might help the Centre's 'clients' access expertise but might also add value to partners from being part of the network.

In all of this, CAT has made an excellent start, extending its impressive range and volume of activities over the last three years. Most importantly, the Centre boosts a University-wide community of teachers and teaching support staff, with ample informal exchange of experiences and expertise. The Centre's activities are much valued, and a wider and more diverse audience is reached across traditional disciplinary and academic/non-academic boundaries. In sum, a unique feature of Utrecht is its effort to establish a 'permeable' organisation, with contacts spanning across faculties, across academic and non-academic staff, and across administrative and academic departments. Fostering these informal and formal contacts is a deliberate strategy, which is reflected in the Centre's governance and organisation.

However, this ambition comes at a cost: it has resulted in a sometimes unwieldy organisational structure and a wide variety of ambitions, and the resulting multiple roles may sometimes be confusing to stakeholders. This can be attributed to the Centre's dualistic character. On the one hand, it emphatically wants to be a network of partners, programmes and activities within UU, one that cherishes the many decentralised initiatives with close ties to academic practice. On the other, CAT seeks to become *the* place for teachers where they can find expertise and a convenient overview of all initiatives relevant to them.

This tension has generated several concrete challenges. The Centre must expend considerable time and energy to only imperfectly obtain and refresh all relevant information about ongoing activities. Related to this is the struggle to breach local 'bubbles' and reach out to enthusiastic teachers with offerings that might provide them new insights and practices. We have recently taken a big step in improving the information supply for teachers by launching the 'Teaching Support helpdesk', which connects all partners in one front-line helpdesk. However, the work is not finished. With regard to our future agenda, one current organisational aim is to further combine the organisational support offer, in particular CAT Support Office with the Educate-it programme and Continuing Education programme. Another aim is to better position the full breadth of the Centre's operations. Collaboration with partners is crucial and asks for continuous investments in relationship management to enhance synergy and prevent conflict or fragmentation. One positive aspect however is that the Centre's organisational openness prevents isolation and stimulates renewal, so this should definitely be maintained. A third aim for the near future is to strengthen the Centre's voice: by extending its role outside Utrecht University and by enhancing the board's strategic advisory position. Finally, with regard to external developments the Centre has two major goals that concern the academic environment in which it operates. One is to strengthen the position of teaching in academic careers by contributing to the 'open science' movement and related 'recognition and reward' debate, and by contributing to the search for measures to improve teaching performance. The other external goal is to lobby for structural improvement in the knowledge infrastructure for higher education in the Netherlands. Such inquiry is needed to fuel evidence-informed teaching and educational innovation to improve student learning. And that leads us back to the very first part of CAT's mission: to advance student learning. All of its efforts aim to contribute – even if mostly indirectly – to that important, ultimate goal.

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1. INTRODUCTION

1.1. The Centre for Academic Teaching (CAT)

The mission of the Centre for Academic Teaching is to advance student learning by empowering and supporting teachers through three target areas, defined as pillars of CAT:



The aim of the Centre is to support all kinds of activities within these three pillars through a central Support Office, and to facilitate a University-wide network of partners and programmes. The partners of the Centre share the common goal of supporting and advancing university teaching and learning. The role of the central organisation in this network is to serve as a focal point, contribute to the offer for teachers, provide them with a convenient overview of and access to all available offerings, and enhance synergy and expertise sharing between CAT's partners. The Centre serves as a centre of expertise both within Utrecht University – for instance by providing input for educational policy – and externally in national and international exchange with other universities.

NOTE: Throughout this report, 'Centre' or 'CAT' refers to the entire network of partners in the Centre for Academic Teaching including its central organisation. If only one of the Centre's components is meant, such as the central Support Office or one of its network partners, this is mentioned explicitly.

1.2. Motive for the audit

Upon the foundation of the Centre for Academic Teaching in 2017, the UU Executive Board requested that it should be evaluated after three years to assess its performance and decide upon continuation. The Centre chose to organise an external audit as part of this evaluation so as to receive input from an outside perspective. Those involved in CAT regard this audit as a formative and inspirational learning event with respected peers. The review committee is asked to provide feedback on the Centre's current aims and performance as well as give advice on how it could be further developed.

1.3. Terms of Reference

The review committee is asked to consider and make recommendations regarding the following topics / questions:

1. **CAT's MISSION, VISION and AMBITIONS,** *'Are we doing the right things?'*
 - Are the Centre's mission, vision and ambitions in line with international developments and insights in Higher Education?
 - Are the Centre's activities supportive of its mission and vision?

2. **CAT's ACTIVITIES,** *'Are we doing those things well?'*
 - Does the Centre perform well with regard to teacher support within the three pillars?
 - Educational innovation
 - Teacher development
 - Educational scholarship
 - Does CAT perform well with regard to the strategic network aims?
 - add value
 - unite
 - show adaptivity
 - exert influence
 - Does CAT, through its overall performance, convincingly impact University teaching and learning?

3. **CAT's ORGANISATION,** *'Are we organising things well?'*
 - Does the governance of the Centre support effective relations with faculties and University leadership?
 - Does the relation between the central organisation and partners effectively support their collective mission?
 - Does the Centre's physical location support its mission and activities?
 - Does the Centre use its resources effectively and adequately?

Any additional observations, remarks or suggestions by the committee are also welcomed.

1.4. Process

This self-evaluation report was written between May and September 2020, by the management team and the chair of the board, with input from the board, the partners, the senior fellows, and Support Office, including the temporary project manager specially appointed for the external review. In addition to the structural evaluation and feedback loops, in June 2020 four meetings with stakeholders were organised to provide input for the report. Board members, senior fellows, student representatives, teachers from the CAT-panel, the Centre's support staff, policy advisors and educational advisors/trainers all kindly gave their feedback during online 'Strengths, Weaknesses, Opportunities and Threats (SWOT)' input sessions. Various stakeholders also commented on drafts of the self-evaluation report.

At the time of writing, both the professional and daily lives of all involved in the Centre were heavily influenced by the outbreak of the COVID-19 crisis. Not only are we all working from home, the crisis has also led to a continuing heavy demand on both the Centre's academic and support staff to move to – first full, now mostly – online teaching. The COVID-19 crisis therefore undoubtedly has influenced the writing and reflections in this evaluation report. Nevertheless, in writing this report we aimed to reflect on the Centre as it functions under normal (or perhaps we should say any) circumstances and tried to prevent the report from being coloured by the current circumstances. The information it presents is based on existing documents, where possible, such as annual reports, websites and surveys. Where publicly available, links to these documents are provided. Other documents will be made available to the panel separately, in print or online format. The report also reflects collective expertise and reflection of the board, management team, partners and central support office of the Centre. We aim to provide the external review panel with an honest and transparent picture of the context of our work. We have sought to create a balance between evidencing our outputs and critically reflecting on CAT's strengths and constraints.

This report starts with a brief sketch of the context in which the Centre operates and its historical roots. Subsequently we provide a detailed description of the Centre in its current form: its mission and vision, activities, quality assurance, staffing and organisation. We end the report with a future agenda and a general reflection.



Photo: Ivar Pel

2. CONTEXT

2.1. National context and developments

Higher education in the Netherlands is known for its high quality. This quality is guaranteed through a national system of regulation, based on a Flemish-Dutch quality assurance system (NVAO, the Accreditation Organisation of the Netherlands and Flanders). In terms of faculty development, the Dutch universities have created a unique context by obliging all academics to undergo didactic training. Teaching at research universities, and increasingly also universities of applied sciences, requires a University Teaching Qualification, UTQ (*Basis Kwalificatie Onderwijs, BKO*) as a prerequisite for a permanent or tenure position. This has created an internationally unique faculty development context where teacher development is a sine qua non, whereas in other countries didactic training for teachers is mostly voluntary or, occasionally, imposed as a disciplinary measure for teachers whose teaching is substandard.

In recent years the Dutch government has been actively encouraging teacher development and educational innovation in higher education. In 2017, the Comenius Programme¹ was launched to support teachers and encourage active exchange of experiences across Dutch universities. Inspired by the Utrecht Education Incentive Fund (see section 2.3.2), this programme offers innovation grants for teachers in higher education while also providing them with recognition for their teaching quality and building a national peer network for higher education.

In addition, the Ministry launched a modest fund for practice-oriented education research in higher education to stimulate evidence-based higher education. The most recent incentive is the Dutch Higher Education Award: a highly prestigious €2.5 million euro grant to be awarded to three university teaching teams yearly (1,200K, 800K and 500K respectively). A future ambition worth mentioning is to develop a national 'Student Teaching Qualification'. At Utrecht University, some educational programmes already offer students the opportunity to develop teaching skills and thus prepare for an academic career or future positions outside the university where teaching skills can be useful (patient education, for example, is an important skill for future medical doctors). The idea for such a qualification was put forward by the National Student Association and has been taken up by the Ministry, which has recently asked Utrecht University to lead this development given the expertise of its Centre for Academic Teaching and the University's experience with Student Teaching Qualifications in its Faculty of Medicine².

2.2. International context and developments

A highly important and relevant international development that is also very topical in the Netherlands, is the 'recognition and reward' debate,³ which concerns the need to increase diversity and flexibility in academic careers. With the strong focus on, and extreme growth of, research

¹ <https://www.nro.nl/en/comenius-programme/>

² Ten Cate (2007) A teaching rotation and a student teaching qualification for senior medical students, *Medical Teacher*, 29:6, 566-571, DOI: 10.1080/01421590701468729.

³ KNAW (December 2018). [*Doing the splits or dancing a duet?*](#) Amsterdam, KNAW

productivity at universities in the twentieth century, excellence in research has become a major determinant of academic careers, at the cost of the teaching component. The current debate aims to increase the weight attached to achievements in teaching, impact, leadership and teamwork.

In recent years, there has been an increasing international debate on addressing the persistent imbalance between teaching and research as determinants in academic careers. For example, there is a great deal of discussion in the context of the European University Association (EUA) on how teaching and educational leadership could be better acknowledged.⁴

Many academics feel there is a one-sided emphasis on research performance, frequently leading to the undervaluation of other key areas such as teaching, impact, management and (for university medical centres) patient care. This puts a strain on the ambitions that exist in these areas. The assessment system must be adapted and improved in each of the areas and in the connections between them. The implicit and undue emphasis on traditional, quantifiable output indicators (e.g., number of publications, h-index and journal impact factor) is one of the causes of a heavy workload. It can also upset the balance between academic fields and is inconsistent with the San Francisco Declaration on Research Assessment (DORA) principles⁵.

'Recognition and reward' enjoys broad support among the collaborative Dutch universities and the EUA. The issue was discussed in an international context during the VSNU-EUA conference on recognition & rewards systems for academics held in Rotterdam, in November 2019. The Association of Universities in the Netherlands (VSNU), together with several national research funding organisations and the European University Association (EUA), published a position paper entitled 'Room for everyone's talent: towards a new balance in the recognition and rewards for academics'⁶ This statement, which is fully endorsed by the UU Executive Board, calls for more balance, diversity and dynamics in academic careers, identifying four areas that deserve attention: research, teaching, management and teamwork. For university medical centres a fifth area of importance should be weighted, namely clinical work.



In addition to acknowledging the importance of each of these areas, the statement stresses the need to promote diversity in academic profiles and flexibility over the course of a career (alter the focus, not separate teaching or research career tracks).

This international debate is closely linked to the open science movement. This includes placing less emphasis on the number of publications, and a greater emphasis on the other domains in which

⁴ Susan te Pas, Thérèse Zhang (eds.), [Career paths in teaching: Thematic Peer Group Report, Learning & Teaching Paper #2](#), European University Association.

⁵ <https://sfdora.org/>

⁶ The VSNU (Association of Universities in the Netherlands), NWO (Netherlands Organisation for Scientific Research), NFU (Netherlands Federation of University Medical Centres), ZonMw (Netherlands Organisation for Health Research and Development) and EUA. For the position paper: [Room for everyone's talent](#).

academics operate, such as teaching and impact. This broader form of recognition and appreciation is better suited to the current core tasks of knowledge and educational institutions and more in line with society's expectations of these establishments. The Netherlands is in the forefront of this development worldwide. As early as 2013, Utrecht University launched a 'science in transition position paper'⁷ and website and it has remained an active participant ever since in the debate on how to transform the academic system and culture. The Centre for Academic Teaching, in a variety of ways, including representation and participation of its academic director and board members in working groups and the media, is actively contributing to this debate. The Centre is involved in translating ideas into concrete pilots for Utrecht University, as well as externally, for example through the VSNU, and internationally through LERU and EUA.

2.3. Utrecht University's context and developments

2.3.1. Facts & figures

Utrecht University is a comprehensive, publicly funded research university. Founded on 26 March 1636 (384 years ago), it is one of the oldest universities in the Netherlands. In 2019, it had an enrolment of 32,360 students and employed 7,400 faculty and staff, including approximately 3,700 teachers (employment figures exclude the Faculty of Medicine, because the University Medical Center Utrecht has a separate organisational structure). In 2019, 607 PhD degrees were awarded and 7,824 scientific publications produced at UU. The University's 2019 budget was €909 million. The University has strong ties with the University Medical Center Utrecht (representing the Faculty of Medicine) and with the city of Utrecht.

Utrecht University is organised in seven faculties⁸, located at three campuses: the city centre campus, the international campus and Utrecht Science Park. Its mission is to help create a better world by researching complex issues across disciplines, by encouraging contact between thinkers and doers, so that new insights can be applied, and by giving students the space they need to develop themselves. In so doing, Utrecht University makes a substantial contribution to society, both now and in the future.

In 2020-2021, Utrecht University offers 50 Bachelor's programmes and 153 Master's programmes. The Education Strategy is formulated in the Utrecht Educational Model, which features the following main priorities:

- A clear distinction between the Bachelor's and Master's phase
- Flexibility and freedom of choice
- A personal and activating approach
- Professional development of teachers

Utrecht University's teaching and research are strongly interconnected. The University's research focuses on four overarching interdisciplinary strategic themes: Life Sciences, Pathways to

⁷ <http://www.scienceintransition.nl/app/uploads/2013/10/Science-in-Transition-Position-Paper-final.pdf>

⁸ <https://www.uu.nl/en/organisation/governance-and-organisation>

Sustainability, Dynamics of Youth and Institutions for Open Societies. In addition, temporary focus areas link fundamental research to a social mission. Through challenge-based education and other methods, these focus areas translate into educational programmes and courses for students, PhDs and professionals. The focus areas serve as testing grounds in which the University focuses on a theme, explores new pathways and enters into new partnerships. Currently, eleven focus areas have been selected of which three directly link to the activities of the Centre for Academic Teaching: Higher Education Research, Learning of Professionals, and Education for Learning Societies.

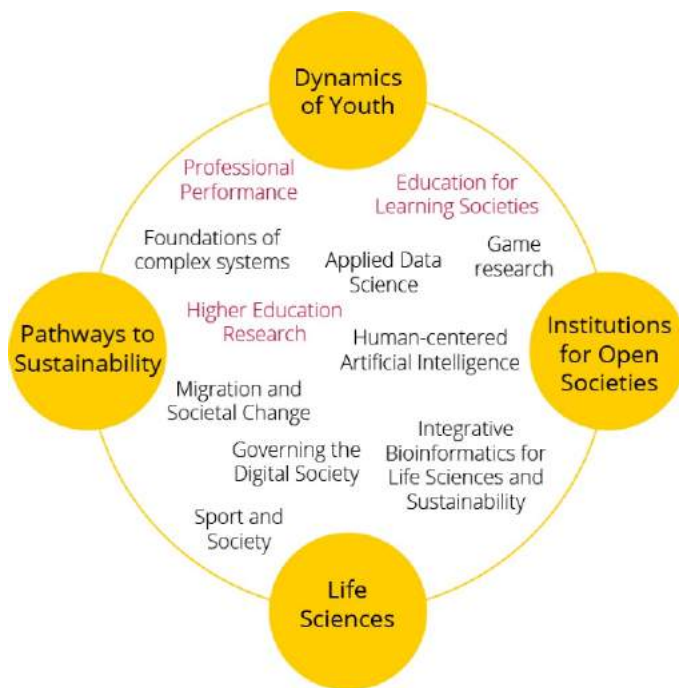


Figure 1. Strategic themes and focus areas in research at Utrecht University

2.3.2. History in faculty development, educational innovation & teaching career

CAT builds on a rich past of teacher development and educational innovation support and incentives. For its historical roots we must go back to 1988. In those days, students' satisfaction with the quality of education was very low and Utrecht University received negative reviews on several of its degree programmes, which prompted it to start a major campaign to improve the quality of education. It used the Bologna declaration (1999) as an opportunity to make a major innovative step in all its programmes. In 2002, the Utrecht Educational Model was launched, a University-wide educational concept and philosophy on education, with guidelines on implementing the educational concept in all curricula.

The strong focus on research at universities at the expense of attention for teaching was identified as one of the main causes of the negative reviews received. By launching and implementing the Utrecht Educational Model, Utrecht University was among the first universities to acknowledge that the teaching mission required attention. It still does, and this realisation is now widespread (see under 'International developments' below). Since the 1990s, Utrecht University has included in its strategic plan the ambition to improve educational quality by investing structurally in educational innovation and in teacher development, and has consistently and with increasing urgency addressed this issue in its strategy and policy. Improving the teaching culture remains a major goal

in the new strategic plan for 2020-2025 that is currently being finalised, with a focus on better rewards for teaching in academic careers.

Since 1990, Utrecht University has included several incentives to realise its strategic ambition of stimulating the development of teachers and their teaching. The measures cover a wide and diverse range, such as teacher qualifications, teacher awards, attention for teaching in academic careers, investments in educational leadership and an annual €2 million Education Incentive Fund that provides grants for educational innovation. This was followed in 2017 by the combination of activities in the Centre for Academic Teaching and the launch of a new Senior Fellow Programme (a career track to full professorship with an emphasis on education) run by the Centre.

Looking back over the past three decades, we identify an emergent pattern of phased measures that are interrelated or built onto each other and gradually intensify and together result in an increasingly supportive teaching culture (see [Figure 2](#)). Cultural change takes time, so all measures should be seen as small steps towards this end. Some will not work out as intended: two steps forward, one step back. It is a slow but steady process which is certainly not finished yet and which we aim to further intensify over the years to come.

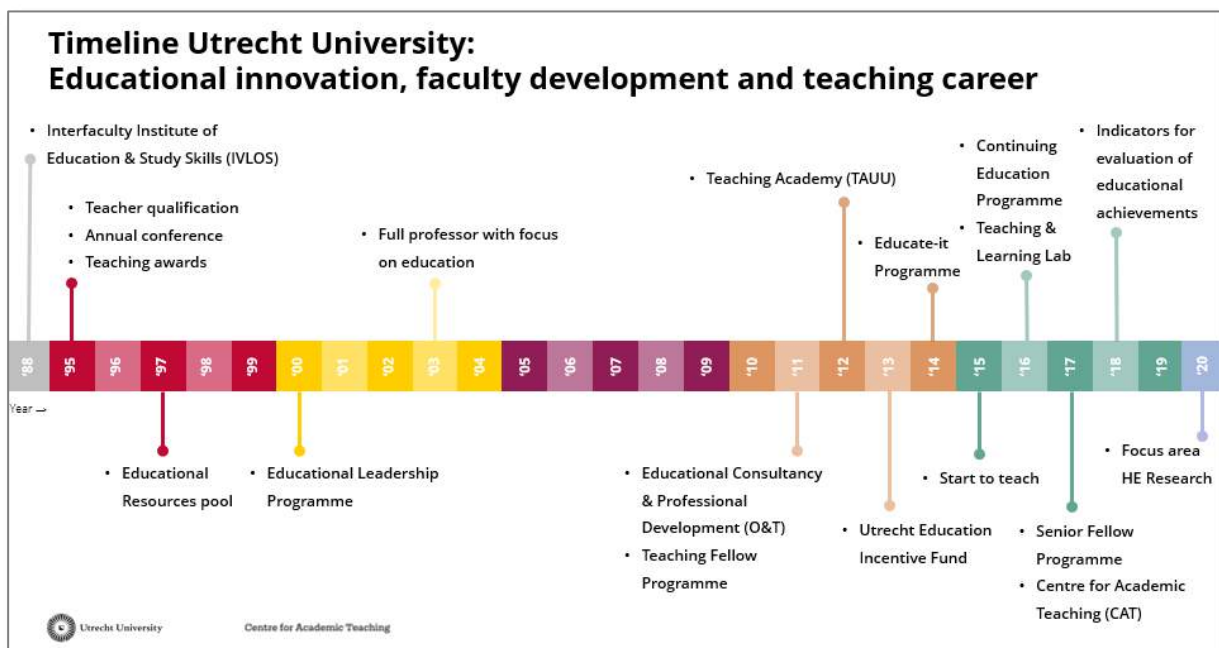


Figure 2. Timeline for educational innovation, faculty development and teaching career at Utrecht University

1988 Interfaculty Institute of Education and Study Skills (IVLOS)⁹

As early as 1988, Utrecht University had an interfaculty institute for teacher training, teacher development and educational innovation for the University. This institute was reorganised in 2011 when the teacher training programme for secondary education, study skills training for students and educational consultancy were each accommodated in a separate, dedicated home base within the faculties concerned.

⁹ IVLOS: Interfacultair Instituut voor Lerarenopleiding, Onderwijsontwikkeling en Studievaardigheden.

1988 Teaching Qualifications: UTQ and STQ

In Utrecht University's educational philosophy, the quality of university education depends on the quality of the teachers. The University was the first in the Netherlands to introduce teaching qualifications for all academic staff: in 1995 a University Teaching Qualification (UTQ) and a Senior University Teaching Qualification (STQ) were developed at Utrecht University to recognise teaching as a professional skill and to make didactic training compulsory for all tenured faculty. Before that, academics did not receive any didactic training at all. Having a UTQ became a prerequisite for a permanent academic position. The STQ is a requirement for promotion to full professorship; associate professors should either obtain a senior teaching qualification or a senior research qualification. In 2008, the UTQ was adopted by all Dutch universities and qualifications have since been mutually recognised.

University teachers receive training to obtain these qualifications. Despite the fact that the UTQ is compulsory (potentially decreasing the candidate's intrinsic motivation), the general feeling in the Netherlands is that it helps to establish a positive teaching culture: by recognising the importance of and specific expertise required for teaching, and by providing all academics with an educational language in which to discuss their education. Yet it is also a broadly shared concern that the qualifications run the risk of being experienced as a bureaucratic one-time hoop to jump through, rather than a starting point for further development. Continuous teacher development is the aim, and this requires positive incentives for teachers to engage in these activities, either because they are intrinsically rewarding or extrinsically recognised as important (e.g. in academic careers or by supervisors).

1997 Educational Resource Pool

The Educational Resources Pool (*Educatieve Middelen Pool*, EMP), established in 1997, encourages faculty initiatives aimed at quality improvement and innovation in education. With the EMP, faculties are supported by educational consultants of Utrecht University regarding a single subject, study component, method or instrument as well as a complete curriculum, educational organisation or quality assurance system. For each faculty, EMP support hours are available based on the number of students. Of these hours, 10% are reserved per faculty for individual professional consultation for teachers.

2000 Educational Leadership Programme / Centre for Excellence in University Teaching

Another important development was the investment in educational leadership. In 2000, the Centre for Excellence in University Teaching (CEUT) was established at Utrecht University. A smaller precursor of the current Centre for Academic Teaching, the CEUT was tasked with developing and overseeing advanced teacher development programmes.¹⁰ That same year, it launched the Educational Leadership Programme: a highly selective, 14-month faculty development programme. This leadership course, which is still running, targets educational pioneers within faculties and departments, with the aim to equip them with the skills they need to operate as educational leaders. Participants find the programme very rewarding, due to its content, the

¹⁰ In 2017, CEUT was merged into the Centre for Academic Teaching.

network, and the external recognition that comes with it. It provides them with educational expertise and the associated language to operate with confidence and authority among their circle of colleagues.¹¹ Simultaneously, participants enhance their personal leadership qualities in such a way as to fulfil their role as educational leaders.

The programme has created a network that is strengthened and sustained by an annual alumni dinner hosted by the rector. This recurring event helps to extend the network across cohorts, creates a sense of belonging to UU's advanced teaching community and fosters the teaching discourse across faculties.

Since the start of the programme in 2000, there have been 15 UU educational leadership programme cohorts (the 15th finishing in December 2020), with approximately 230 participants in total. Since 2010, the programme has also been run upon request for other research-intensive universities in the Netherlands: Erasmus University Rotterdam, the University of Amsterdam, Leiden University, the Vrije Universiteit, the University of Twente, the University of Groningen, Eindhoven University of Technology and an inter-university group.¹² An adapted version was run for University College London, and it also provided input for the Lighthouse Programme, an international cohort with participants of University of Copenhagen, University of Edinburgh, Leiden University, University of Southern Denmark and Utrecht University.¹³

2003 Full professorship with a focus on education

The next step in educational leadership, in 2003, was the introduction of the possibility to appoint full professors with a focus on education. Up until 2017 this opportunity was used only on a very limited scale. In order to increase the number of professors with a focus on education, in 2017 the University started the Teaching Fellow Programme, which aimed to equip participants as candidates for full professorship. This did help to increase the numbers somewhat, but they remained very modest. A further boost was given with the start of the Centre for Academic Teaching. The programme was intensified and became a career track towards full professorship with a focus on education, and was renamed 'Senior Fellow Programme'.

2011 Educational Consultancy & Professional Development

In 2011, IVLOS (see above) was discontinued and Educational Consultancy & Professional Development was established as part of the Faculty of Social Sciences with the aim of combining and strengthening expertise in didactics and educational sciences. The teacher training programmes for secondary education were accommodated in the new Graduate School of

¹¹ Grunefeld, H., van Tartwijk, J., Jongen, H. & Wubbels, Th. (02-10-2015). Design and effects of an academic development programme on leadership for educational change. *International Journal for Academic Development*, 20 (4), (pp. 306-318) (13 p.).

Grunefeld, H., Prins, F.J., van Tartwijk, J.W.F., van der Vaart, R., Loads, D., Turner, J., Mårtensson, K., Gibbons, A.M.N., Harboe, T., Poder, K. & Wubbels, T. (2017). [Faculty development for educational leadership](#). In B. Stensaker, G.T. Bilbow, L. Breslow & R. Van der Vaart (Eds.), *Strengthening teaching and learning in research universities - strategies and initiatives for institutional change* (pp. 73-101) (29 p.). Cham: Palgrave Macmillan.

¹² With participants of the University of Amsterdam, the Vrije Universiteit, Delft University of Technology, Tilburg University, the Open University and the University of Groningen.

¹³ See <https://conferencemanager.events/lighthouse>

Teaching. Before 2011, IVLOS had provided support for the Educational Resources Pool (EMP), the Educational Leadership Programme, the UTQ and STQ. Since the establishment of the Centre for Academic Teaching, Educational Consultancy & Professional Development has remained the supplier of educational expertise in the aforementioned activities. In addition, the department contributes to, or is responsible for, much of the new offer in the three pillars of the Centre, among other things to support educational scholarship.

2013 **The Education Incentive Fund**

Launched in 2013, the Education Incentive Fund (*Utrechts Stimuleringsfonds Onderwijs, USO*) provides €2 million in grants every year to encourage educational innovations and stimulate further teacher development. Before the USO, teachers often carried out projects with the EMP support on top of their tasks. With the USO, they could apply for money to compensate for their own time. An amount of €1 million is spent on small-scale projects within the faculties and the other €1 million on projects in which several faculties work together. The proposals are selected by an assessment committee.

2014 **Educate-it**

The University-wide Educate-it programme supports teachers who wish to innovate, strengthen and adapt their courses to the demands of the future and to sustainably improve the quality of their teaching by using educational technologies. Educate-it provides didactic, practical and technical support in designing or redesigning courses, and conducts educational research into the effects of the use of technology in education. Since educational change processes are complex and require a specific approach, the Educate-it programme pays explicit attention to the process of organisational and cultural change.¹⁴

2016 **LifeLong Learning / Continuing Education**

In 2016, Utrecht University identified LifeLong Learning as a crucial topic for universities and chose to adopt it as a firm strategic goal. Continuing Education is an integral part of the UU's primary process, embedded in its organisation and regular work processes as well as in relevant policy developments, laws and regulations. The programme was continued in 2020 with the mission to further develop a varied range of courses, linked to research and developed in consultation with external partners. Since Continuing Education among new target groups requires academic staff to develop additional didactic skills and find new ways of interacting with advanced students, the programme also promotes professional development and knowledge sharing.

2017 **Centre for Academic Teaching**

In 2015, the Executive Board concluded that one strength of the UU was its strong network of departmental educational support groups and its systematic focus on – and investment in – educational innovation and teacher development. Following the example of many other universities, the Board decided to complement this network with a recognisable interfaculty infrastructure for educational development.

¹⁴ <https://www.chronicle.com/paid-content/utrecht-university/innovate-your-education>

In its strategic plan for 2016, the UU formulated its ambitions for the next steps:

- continue to invest in **professional training for teachers** and stimulate the **appreciation for teaching** among academic staff;
- establish a Centre for Academic Teaching to give the existing initiatives and programmes in the field of educational innovation and teacher development a **more visible and central position** within the University;
- review the Teaching Fellow Programme and significantly **increase the number of full professors with focus on education**;
- review the UTQ and STQ and expand these qualifications by including an **ongoing professional development programme** which correlates to the demand for lifelong learning.

In September 2017, the Centre for Academic Teaching opened its doors.

2020 Higher Education Research (HER) Focus Area

Higher education is changing rapidly and needs to do so to keep pace with changes in society. Education is increasingly striving for interdisciplinarity, societal interaction and flexibility of programmes. Higher education research is essential to provide a context-rich knowledge base for high-quality teaching and evidence-informed innovation. In recognition of both the breadth (from general to discipline-based, and from theoretical to applied) and the high quality of educational research at Utrecht University, the Executive Board has prioritised Higher Education Research as one of its profiling 'focus areas'. The HER focus area was launched on 1 January 2020 for a period of four years, with the aim to enhance the visibility of research in this domain and stimulate interdisciplinary collaboration.

3. CENTRE FOR ACADEMIC TEACHING

3.1. Mission, vision and aims

Mission

Upon the start of the Centre for Academic Teaching, its mission was summarised as follows:

'Connecting, enhancing and empowering the University-wide teaching and learning community'

CAT's mission is to advance teaching and learning by fostering a University-wide teaching community (connect), by supporting the development of teachers and their teaching (enhance) and by supporting knowledge creation and expertise sharing on teaching and learning (empower).

Vision

The Centre aims to achieve its mission by focusing on three content areas ('pillars'): **teacher development, educational innovation** and **educational scholarship**. The Centre boosts these areas by offering courses and programmes, funds and awards, advice and support, and by facilitating the community and network. Many activities address more than one pillar: teacher development, educational innovation and educational scholarship should preferably go hand in hand. The Centre serves as a centre of expertise for teaching and learning.

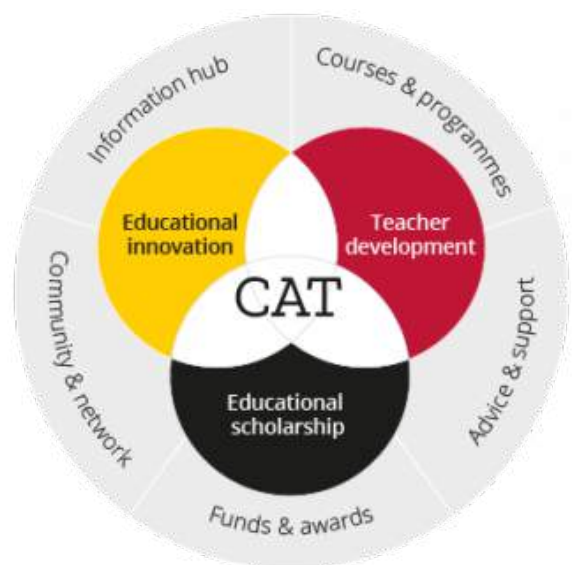


Figure 3. The Centre's pillars and activities

Teacher support aims

Teacher development

Utrecht University aims to provide its academic staff with the capacity and resources they need to deliver high-quality education. Having been educated in their own specific discipline, every university graduate is well equipped with relevant content knowledge. Yet if they are to fulfil their educational tasks optimally, they need additional training. The University offers a wide variety of courses and programmes, aimed at different educational tasks, and for every level and stage in a teacher's career.

Educational innovation

University education constantly needs to adapt to changes in society, student population and technological developments. Research and experience yield theoretical and practical insights on how to improve teaching and learning, which must be implemented to boost the quality of education. Educational innovation requires expertise, time and money. Utrecht University provides expertise and technical support, for example through the Educational Resources Pool (EMP) and the Educate-it Programme. The Utrecht Incentive Fund (USO) provides dedicated time and funds

for teachers in innovation projects. The execution of an innovation project is also central to several advanced teacher development programmes.

Educational scholarship

Through educational research and Scholarship of Teaching and Learning (SoTL), Utrecht University contributes to both the generic and the context-specific knowledge base on university teaching. [Figure 4](#) shows how we define the focus of discipline-based education research, education research and SoTL. Note however that in practice the different types of scholarship cannot be clearly demarcated.

By fostering scholarly teaching, Utrecht University aims to enhance the use of this knowledge to optimise our education and continuously adapt education to the needs of our students and society at large.

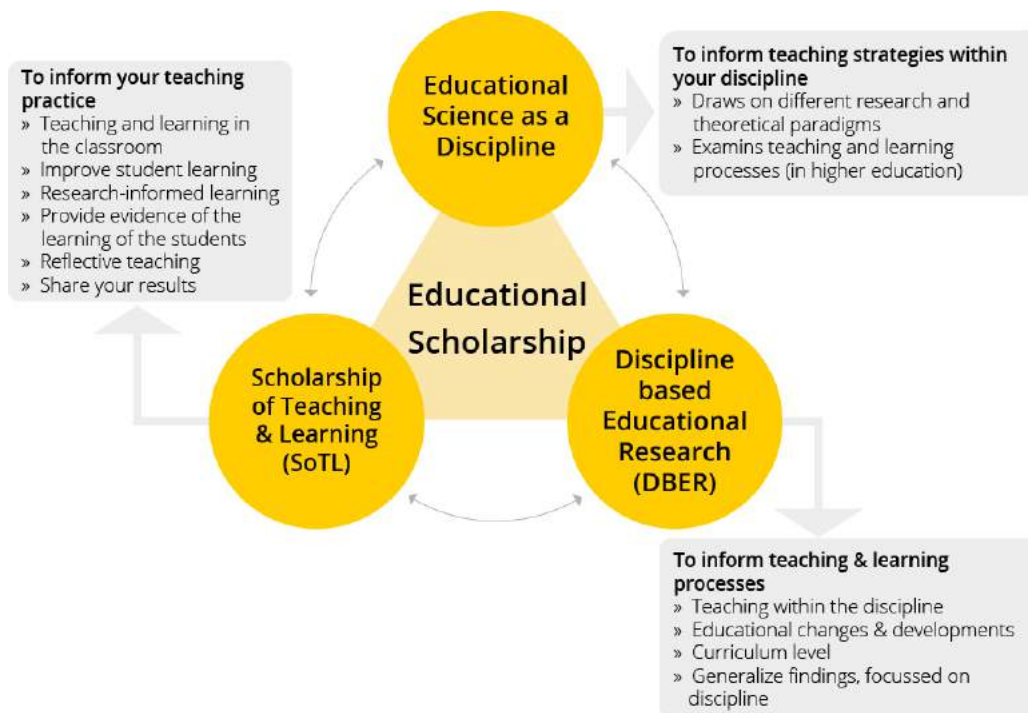


Figure 4. Different forms of educational scholarship

Network aims

Educational community

The Centre combines a central organisation with a University-wide network of partners that all share the goal of supporting and advancing university teaching. The network brings together different departments, programmes and initiatives at Utrecht University which support teachers in improving and innovating their teaching. Teachers can visit the Centre for information, knowledge sharing, support and training; the Centre connects teachers, educational experts, policymakers and support staff. The role of the Centre's board and central organisation in this network is to provide teachers with an overview of and effective access to support opportunities and to enhance synergy and expertise sharing for all its partners.

Strategic network goals

The Centre for Academic Teaching serves as a centre of expertise, combining the shared expertise of all of its partners. In this context, it has formulated four strategic network goals:

1. ADD VALUE: Create **added value** for teacher development, educational innovation and educational scholarship by promoting the visibility and accessibility of member activities and by connecting partner initiatives to create new opportunities in innovation, exchange and funding.
2. BRING TOGETHER: Bring together expertise on teaching and learning. Generate **awareness and recognition** for partners within the wider teaching community. Offer a **central platform** to connect the teaching community: bring teachers and support together, enhance formal and informal exchanges, and match teachers' needs to expertise and support at partner initiatives.
3. SHOW ADAPTIVITY: Be **sensitive** and **responsive** to new and existing needs and developments on the road to enhancing teaching and learning.
4. INFLUENCE: Show **leadership** in academic teaching and learning by being a discussion partner for the University's Executive Board and Student and Academic Affairs Office, by **representing** Utrecht University nationally and internationally, and by **sharing expertise** with other higher education institutions.

3.2. Budget

The budget for the Centre's central organisation totals more than €6 million. More than half of this amount flows directly to the faculties in the form of grants and awards. Personnel costs account for about a quarter of the budget (both centrally appointed support staff and secondments of academic staff from faculties). The remaining quarter is a mix of courses and material budget (including licences for digital tools). The figure below presents a brief overview of the components of the Centre's central organisation. Costs for training programmes for the UTQ and STQ are not included, since they are carried out within the faculties. Together they spend approximately an additional 500,000 euros on teacher training. See Appendix 4 for a more detailed financial overview.

	2017	2018	2019
Events & teacher development courses and programmes	245,000	245,000	245,000
Grants & awards: Educational Incentive fund, Senior Fellows, SoTL-grants, Teacher Awards	2,978,000	3,159,000	3,194,000
The Centre's central Support Office	177,000	412,000	470,000
Educate-it Programme	2,192,000	2,113,000	2,067,000
Continuing Education Programme	580,000	445,000	305,000
Investment in experimental learning environment	16,700	50,000	50,000
Total	6,188,700	6,424,000	6,331,000

3.3. Activities

Since the start of the Centre for Academic Teaching, existing activities have been aligned with each other and new activities have been launched to fill gaps in the existing offer or meet new demands. Activities are spread throughout the academic year (see Figure 5). In order to support teachers with regard to the Centre's three pillars, five different areas of support activities have been defined (see Figure 3, grey external ring). In addition to the offer aimed directly at teachers, CAT also performs strategic network activities: to strengthen its network and to act as a centre of expertise for and represent UU education. Activities are described in that order:

TEACHER SUPPORT ACTIVITIES	STRATEGIC NETWORK ACTIVITIES
<ul style="list-style-type: none"> • Courses and programmes • Advice and support • Funds and awards • Community and network (including events) • Information hub 	<ul style="list-style-type: none"> • Network strengthening • Representation and policy input

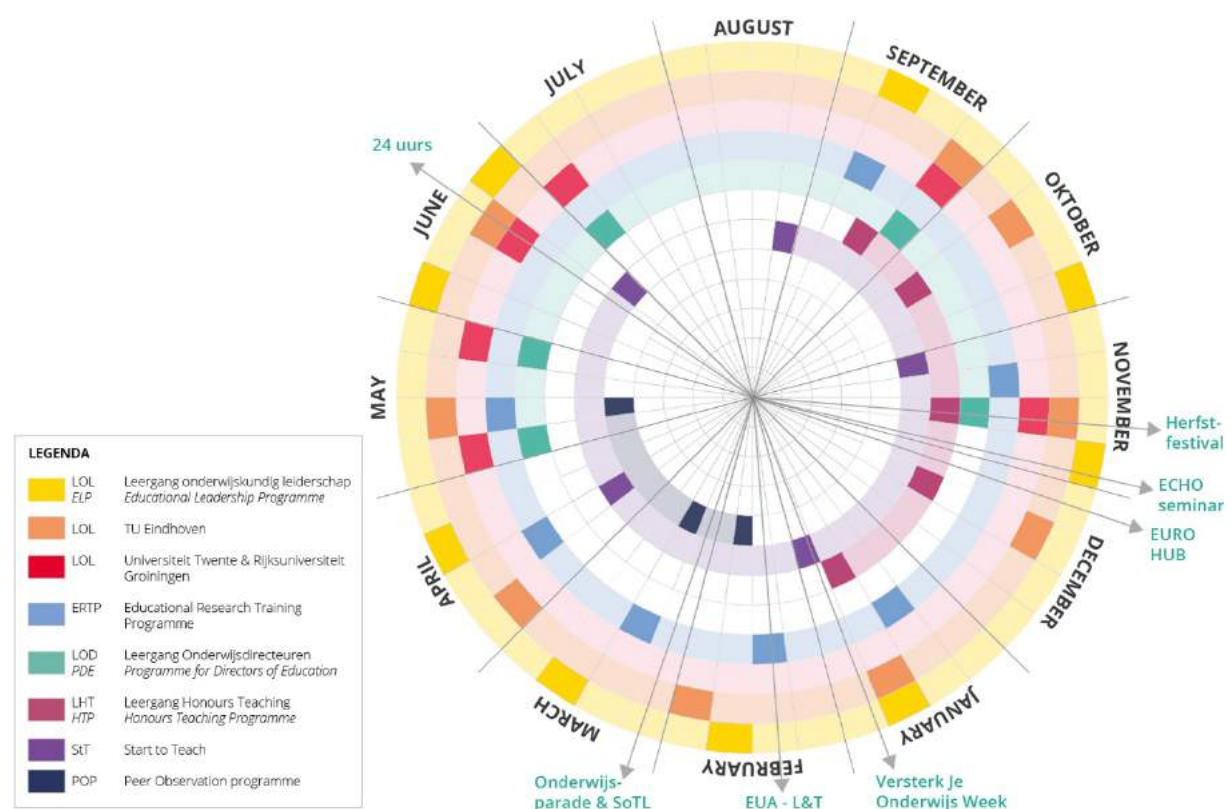


Figure 5. Impression of spread of the Centre's activities throughout 2018. The figure shows the centrally organised activities of that year (NB: Partner-led activities are not visible in this figure)

3.3.1. Courses and programmes

As explained in the context and history section, Dutch universities collaboratively apply a University Teaching Qualification (UTQ). Utrecht University and some other Dutch universities also offer a Senior Teaching Qualification (STQ) immediately from the start of the basic qualification. Importantly, while both qualifications denote a certain level of proficiency, they should be seen as

starting qualifications rather than as final accreditations. Continuous professional development of teachers should be a sine qua non, therefore, and should be a topic in the yearly assessment of all academic staff. From the Centre's point of view, this leads to a wide and diverse offer of courses and activities that serve the continuous development need. At the same time, Utrecht University is also on the forefront of the 'recognition and reward' debate to improve the balance between teaching and research in universities. This has resulted in support for academic careers with a focus on education, and the associated offer.

The development and training offer can be seen in [Figure 6](#), where the upper part represents the continuing education training offer, and the lower part the career-oriented training offer.

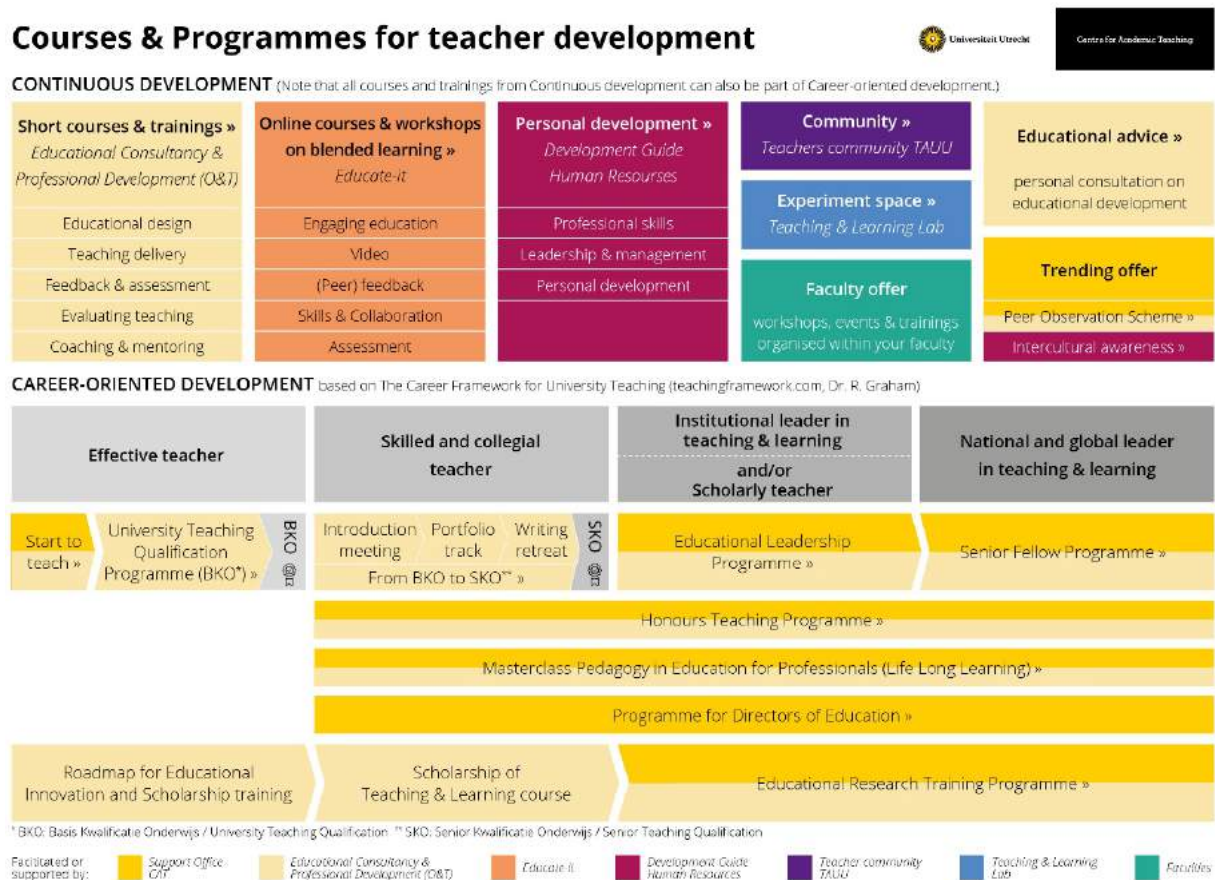


Figure 6 Courses and Programmes for teacher development, aligned with the four levels of the Career Framework for University Teaching¹⁵: 1) effective teacher, 2) collegial teacher, 3) educational leader and/or educational scholar, and 4) national or global leader in teaching and learning.

However, we should realise that a single development aim may be served by many different courses and activities, and that [Figure 6](#) only shows courses while activities like workshops, conferences etc. may also contribute (but are too numerous to visualise here). Another very important point is that academic teachers are not just supported once they have a permanent contract; indeed, most academics long before that point in time become involved in educational activities, The Centre offers the 'Start to Teach' programme to fill that need. In addition, several

¹⁵ R. Graham, *The Career Framework for University Teaching*, www.teachingframework.com.

partners of the Centre (including O&T and the UMC) offer didactic training for students who are involved in peer-to-peer teaching (in a paid role as a 'student-assistant' or as unpaid 'junior-teachers' when learning to teach is part of their curriculum (core curriculum or elective)).

Utrecht University ensures that its academic staff are able to deliver high-quality work. Every is educated in his or her own discipline and can be considered a content expert. Still, teaching requires additional skills. We identify six tasks for teachers: teaching and support of learning, educational design, assessment and feedback, educational leadership and management, educational scholarship and research, and reflection and professional development.¹⁶

Of course, teachers cannot acquire all these tasks at the same time, and not every teacher has to excel in all six tasks. Therefore, Utrecht University offers a wide range of courses and programmes matching the different levels and phases in a teacher's career.

Over the years this offer of courses and programmes has expanded and acquired more internal alignment. Currently, within the complete range available, several functions can be distinguished:

- ⇒ **Basic didactic training for all teachers**
- ⇒ **Senior didactic training and career-oriented teacher development programmes**
- ⇒ **Continuous development of all teachers**

Courses and programmes can obviously serve more than one development aim.

Basic didactic training for all teachers

Beginning teachers will focus on the task of 'teaching and support of learning' (the delivery of education, e.g. guiding working groups or lectures), which is soon followed by 'educational design' and 'assessment and feedback'. These three components of teaching are interwoven, and their constructive alignment¹⁷ is typically one of the concepts taught in the basic teaching courses.

- ⇒ **Start to Teach:** a two-day programme, including an introduction to the Utrecht teaching model and a didactic skills course. The focus is on how to motivate students, the range of activating teaching formats and the role of testing.
- ⇒ **University Teaching Qualification** (compulsory for a permanent appointment): a trajectory in which candidates are required to teach, be tutored by a colleague and prepare an education portfolio. Portfolios are assessed by the UTQ Assessment Committee of the faculty. The Educational Consultancy & Professional Development department offers tailor-made teacher training programmes for the faculties.

¹⁶ Van Dijk, E., et al. (2020). [Conceptualizing teacher expertise in medical education in six tasks and three dimensions for expertise development: A systematic review and synthesis of 46 teaching frameworks](#) (abstract for International Association for Medical Education Virtual Conference), p. 523.

¹⁷ Biggs, J. B., et al. (2011). Teaching for quality learning at university: what the student does. Maidenhead, McGraw-Hill/Society for Research into Higher Education/Open University Press.

A challenging issue for Utrecht University is the policy regarding full-time teachers on a temporary contract. These, often young, academics are employed on full-time teaching contracts which do not allow them to proceed in academia, since they are not involved in research. These teachers can also join the Start to Teach programme and partially obtain their UTQ. This also stimulates teachers without a permanent contract to develop their teaching skills, since most academics long before that point in time become involved in educational activities.

Senior didactic training and career-oriented teacher development programmes

- ⇒ **Senior University Teaching Qualification:** The Senior Teaching Qualification includes at least the Basic Teaching Qualification requirements, but also requires more extensive experience and an expansion of the roles and duties that transcend multiple courses. The training offer is aimed at helping candidates write their STQ portfolio.

To become a *collegial* teacher, candidates must have a certain amount of seniority in the three core teaching tasks (as described above). In addition to those core teaching tasks, two more tasks can be distinguished: educational leadership and management, and educational scholarship and research. These tasks play a major role in becoming an educational leader or educational scholar, both within a teaching institute and beyond. Several programmes to help candidates move on in their academic careers were already available:

Educational Leadership & Educational Scholarship

- ⇒ **Educational Leadership Programme:** a fifteen-month programme for academics who operate in key positions in academic teaching
- ⇒ **Programme for Directors of Education**
- ⇒ **NEW** Senior Fellow Programme (2017): a career track towards full professorship with a focus on education
- ⇒ **NEW** Educational research programme for university teachers (2020)

Continuous development of all teachers

While the UTQ and the STQ both denote a certain level of proficiency, they should be seen as starting qualifications rather than final accreditations. The continuous professional development of teachers is seen as a prerequisite for the quality of staff and education, and is supported for academic staff in all stages of their careers.

Besides the five teaching tasks mentioned above, a sixth task can be added: reflection and professional development. Several activities focus on this task, and the Centre aims to include this as a fixed component in the annual assessment of all academic staff.

The development within teaching tasks can be divided in three dimensions: better performance of a task (improving), larger variety of tasks (learning new tasks) and enlarging the impact zone (increase in volume or diversity of learners/colleagues that are influenced by the educational

task).¹⁸ In this context, the CAT Support Office organises a range of large and small-scale activities, aimed at the full scope of the teacher population. These are designed to help teachers exchange experiences or reflect on their own professional activities (to help them improve their performance in certain tasks), introduce teachers to other aspects of university teaching (to stimulate and facilitate them to learn new tasks) and introduce them to an institutional, national and international platform and network (to support them to enlarge their zone of 27impact).

- ⇒ The **Educate-it programme** offers a wide range of teacher training courses in the field of blended learning and the use of technology in education: online and blended courses, workshops, webinars or a summer and winter course and an educational escape room event¹⁹.
- ⇒ **Honours Teaching Programme**
- ⇒ **NEW** Pedagog in Education for Professionals
- ⇒ **NEW** Peer Observation Scheme for University Teachers
- ⇒ **NEW** Training for Interdisciplinary Teaching (under development)

Our community of teachers, Senior Fellows, educational chairs, Vice Deans and the Board of the Centre are involved in all of these courses, programmes and activities. In addition, there is an ongoing effort to reach out to new target groups and audiences, thus enlarging the scope of our community. Current developments are monitored in order to develop courses, programmes and activities accordingly. The above elements of the Centre's work are positive and important, but often they also pose a challenge.

3.3.2. Advice & support

The Centre for Academic Teaching offers guidance and advice to academic staff of Utrecht University – both in their role as teachers and for the purpose of innovation or structural enquiry into the effectiveness of their teaching. Since all of CAT's partners offer advice, the focus of the Teaching Support helpdesk and the central Support Office is on the accessibility of these sources by directing teachers to the right expertise for their specific needs. Helpdesk staff have been trained to identify the development question behind the – often quite practical – initial request for help.

Individual Educational Consultation

Sometimes a concise recommendation is enough for a teacher to adjust a course, take or revise an exam or improve a lecture or seminar. UU teachers with a question about teaching can ask one of the education advisors of O&T for advice in a Professional Consultation.



¹⁸ Van Dijk, E., et al. (2020). [Conceptualizing teacher expertise in medical education in six tasks and three dimensions for expertise development: A systematic review and synthesis of 46 teaching frameworks](#) (abstract for International Association for Medical Education Virtual Conference), p. 523.

¹⁹ <https://educate-it.uu.nl/en/escape-room/>

Educational Innovation Support

The Educate-it programme offers guidance and support for teachers who wish to innovate and strengthen their teaching, in particular in projects with technological and blended learning components. The didactic advice and educational support to teachers will always focus primarily on the learning goals the teachers aim to achieve with the innovation, and from there move towards technical possibilities or restraints: the use of educational tools must be supportive of the teaching mission, rather than be a goal in its own right. Having said that, through its support the Educate-it team aims to enable teachers to focus on developing their teaching. That is why the team offers a combination of didactic, practical and technical support, using it to eliminate potential barriers and encourage teachers to strengthen their teaching and their willingness to engage in educational innovation. All the innovation projects are piloted and analysed for their added value for education in collaboration with O&T and are subsequently broadly advertised through the use of new technology, including new learning spaces – the latter in collaboration with the Teaching and Learning Lab (see section 3.3.6) and faculties. The Educate-it programme has local support staff in all faculties to remain in touch with the teaching staff and local context, ensuring accessible support close to the teachers' work environment.



Teaching Support helpdesk

During the COVID-19 pandemic, all partners in the Centre collaborated to provide quick and clear support for teachers. Five days after the unexpected immediate shutdown of the University, CAT launched a daily Q&A with teachers sharing their experiences and dilemmas and including direct and practical information from experts on policy, educational consultancy, educational technology etc. In addition, a series of webinars was initiated on topics related to online education. The webinar sessions were facilitated by CAT Support Office, Educate-it and O&T, in close collaboration. They aimed to provide the UU's teachers with practical tips and tools to help them make their teaching available online during the first weeks of the lockdown measures. The Support Office performs (and continues to perform) a coordinating role in this process. Support Office staff have a comprehensive overview of the expertise of the partners and coordinate efforts to make this expertise accessible and develop it where necessary.



To further enhance the accessibility and visibility of the available didactic advice and support, the partners in the Centre, in close cooperation with the Student and Academic Affairs Office, created a single portal for teachers in search of support. This teaching support helpdesk can be approached on site, by telephone, chat or email. In it, CAT's partners pool their services and expertise as a teacher's single point of entry for all questions about on-site or remote teaching of the full range of students (Bachelor, Master, PhD and professionals). They are coupled on the same day with an expert who can help them. Although the helpdesk resulted from the intensified collaboration due to the coronavirus crisis, it will be a lasting service of the Centre.

Strengthen-Your-Education Week

An example of this is the twice-yearly Strengthen-Your-Education Week: a week filled with activities for teachers focused on their professional development. The activities are developed in close collaboration between O&T, Educate-it and the central Support Office.



3.3.3. Funds & awards

Funds and awards are important in providing teachers with the means to advance their teaching, to support their teaching careers by increasing visibility and to promote recognition of the teaching role. The Centre offers several possibilities for UU grants and oversees the field of internal and external funding. Information and deadlines are provided on the website (*subsidiekalender*). Teachers can also receive support in applying for external funding and awards.

UU grants

- ⇒ **The Utrecht Education Incentive Fund, USO** (€2 million annually). This fund has two components:
 - A sum of €1 million per year is available for the faculties. Each faculty receives a proportional part of this amount based on student numbers, and is free to determine how the amount is to be spent.
 - Another sum of €1 million is available every year for larger innovation projects which involve two or more collaborating faculties. Proposals are assessed by a University-wide committee and awarded by the board of the Centre. A part of the USO is used for implementation projects for innovations that have already proved successful.

- ⇒ **Senior Fellow Programme:** each year up to five senior fellows may be appointed. They can be nominated by the faculty Dean. Selected fellows are appointed for two days a week at the Centre for a period of three to five years and receive a personal budget of €10,000.

- ⇒ **SoTL grants:** to boost educational scholarship, SoTL grants of up to €5,000 are available (to a maximum of €100,000 for two years; it has yet to be decided whether a budget can be made available to make this a structural provision).

- ⇒ A **continuing education subsidy** is available for all activities related to the direct expansion of education aimed at professionals at Utrecht University.

UU awards

To further stimulate and stress the importance of teaching at Utrecht University, the University annually awards two prizes to its best teachers: an **Outstanding Teacher Award**, and a **Teacher Talent Award**. Teachers are nominated by study associations, which compile a portfolio for the teacher they deem the most deserving. One of these excellent teachers later competes on behalf of Utrecht University for the national teacher award.

Support in applying for external funding and awards

The Support Office also assists teachers in applying for external funds and awards. The Office has gathered information about internal funds (Continuing Education fund, diversity fund, Community Engaged Learning Fund) and external funds (Comenius fellowships, Surf Tender Open and Online Education), and is able to advise teachers on which funds suit their educational idea and personal circumstances best. Originally, information sessions were organised separately per fund. Now the Support Office organises information sessions about all these funds together several times a year. Support is offered on our external website and intranet by the Centre (previously by different partners: the Research Support Office, Educational policy, O&T and Educate-it). O&T advises

teachers on how to write proposals, which are then submitted for feedback to other experts and stakeholders. The central Support Office also brings together teachers with similar ideas and invites laureates to give feedback or share experiences.

Funds also contribute to recognition and rewarding of teaching within the University as a whole and each individual academic career. We bring together laureates (network function, share ideas and experiences) and praise them publicly. Later, funds help them disseminate (the results of) their projects. With all this they contribute to sustainable educational innovation, stimulate other teachers to improve the quality of their education and/or submit fund proposals and try to make the contribution of leading a funded project to a teacher’s academic educational career visible.

3.3.4. Community & network

The Centre for Academic Teaching aims to encourage the sharing of knowledge and experience among teachers; between teachers, educational experts and support staff; and both within and across faculties. These contacts do not just serve teacher-development, but importantly also foster a sense of community and belonging, provide inspiration and boost confidence and motivation.

Events

One-off or yearly events are organised regularly. Ranging from small workshops, presentations, debates to large events such as the annual education parade (*Onderwijsparade*) in spring and the teaching and learning festival in autumn. Most events are open, but some are invitation-only such as the 24-hour strategic conference for all UU programme coordinators with the rector, Vice Deans of education, senior fellows and students. Another closed event is the annual alumni dinner, to which all alumni of the educational leadership programme are invited.

Special Interest Groups



In line with our aim to enhance sharing, in its first year the Centre launched an infrastructure for special interest groups (SIGs). SIGs are illustrative of the Centre’s role in fostering a community. The idea behind the SIGs is that added value can be found when both teachers and support staff from different disciplines and backgrounds meet and share their views, visions and experiences. SIGs are not created by university leadership, but from the bottom up and are ‘owned’ by two initiators, who are usually academic teachers but may also be support staff or students. When the outline of SIGs was launched, within one year six SIGs started, reflecting genuine enthusiasm for this type of content-led voluntary encounters. Currently CAT hosts fifteen SIGs. When a topic becomes less urgent, we expect that the SIG will become less popular and come to a natural ending; at the same time, new topics will constantly emerge leading to new SIGs. For instance, a new SIG that has recently been suggested and might go ahead is on hybrid education – a very

topical subject in view of the ongoing COVID-19 pandemic. SIGs meet three or four times a year, on average.

SIG Co-creation	SIG Honours Teaching	SIG Learning Analytics
SIG Community Engaged Learning	SIG Intercultural Competences	SIG Motivation
SIG Education for professionals	SIG Interdisciplinarity	SIG SoTL
SIG Entrepreneurship Education	SIG Research Skills	SIG OKER: the purpose of academic education
SIG Expertise in admissions	SIG Learning Spaces	SIG Video

Teacher community TAUU

Furthermore, the Support Office supports a grassroots teacher community at UU, known as the Teaching Academy Utrecht University (TAUU).



Other ways in which the CAT community is developed and enhanced are through the above-mentioned monthly activities, the annual dinner with alumni of the Educational Leadership Programme, the Senior Fellow community and the network of education chairs.

Flex workspaces and teachers' room

CAT offers a physical location in the University Library at Utrecht Science Park where academic staff can work, meet, have coffee together and share knowledge and experiences. There are sixteen flex workspaces with docking stations for the teacher's own laptop. The CAT Support Office and the information desk are also located here.

The teacher's room, which is open for all academic staff of Utrecht University and the University Medical Center Utrecht, is equipped with:

- a conference table seating roughly ten people;
- a smart touch screen for presentations, brainstorm sessions etc.;
- office supplies and stationary;
- a cupboard with a lock for storing valuables.

The teachers' room is open Mondays to Fridays and freely accessible for all UU-employed faculty staff and guests from other universities. The flex workplaces are available during library opening hours (which include evenings and weekends).

3.3.5. Information hub

An important role of the Centre, which was lacking before its foundation, is the bundling of information for teachers. This primarily concerns the support and development offer at Utrecht

University, provided centrally or at the respective faculties. In addition, CAT highlights relevant information on resources and activities outside UU.

- ⇒ **Website** – www.uu.nl/cat provides access to information of all partners and programmes regarding the three pillars.

Obtaining and making available information on all available teaching support possibilities is a real challenge, and requires constant awareness and efforts of the central Support Office. They are constantly working to improve findability of information.



Provide easy access to all available teaching support possibilities is a real challenge: both in terms of how to best unlock the information and how to also cover existing non-central and external possibilities.

3.3.6. Strategic Network Activities

CAT aims to serve as a centre of expertise by bundling and enhancing the distributed expertise of all faculty and support staff involved in it. As a network, CAT wishes to add value, encourage encounters, show adaptivity and influence teaching culture. By bringing partners together, the Centre creates a whole that is more than the sum of its parts.

Below is an overview of activities to serve these strategic network aims:

- Meet & Greet with network-partners (twice a year)
- Representation by the management team, board members, fellows etc.
 - LERU (policy group T&L, educational technology groups)
 - EUA workgroups
- Structural connection to UU policy
 - Many hybrid roles
 - Academic director / vice-rector T&L
 - Chair of the board / Dean of Life Long Learning
 - Board members / Vice Deans
 - Monthly meetings of academic director with Rector Magnificus
- Active participation in UU taskforces, working groups, meetings
 - Board members, MT, educational experts / support
- Organisation & participation in national and international events
 - e.g. hosting the EUA Teaching and Learning Forum
 - Participating in VSNU Reward & Recognition
 - Etc.
- Intention is to start with 'communities of practice' for exchange of expertise and ideas with staff of different partners.

3.4. Organisation

3.4.1. The position of the Centre within Utrecht University

The Centre for Academic Teaching is positioned as a University-wide service for all UU teaching staff, with close ties with all faculties and connecting the activities that take place at these faculties for teacher and teaching development. As such, the Centre is organised as a network of partners with a central Support Office. All partners share the mission of supporting education as one of the core tasks of Utrecht University, but each may have its own scope, home base, expertise and organisational approach to activities. In CAT, partners join forces in the effort to create synergy and complement each other to serve and support education at UU. CAT connects, organises inspiration sessions and shares best practices, both for education support staff and faculty. As a network, the Centre welcomes all initiatives that share any or all of its four aims, whether organised at the faculty or university level, whether top-down by university leadership or bottom-up by the teaching community.

The Executive Board asked CAT to connect the different partners involved in educational innovation and teacher development and to conduct several existing and successful programmes and activities. To that end, the Executive Board appointed an academic director who is advised by a board with representatives from all faculties. The academic director directly resides under the rector of Utrecht University and heads the management team overseeing the Centre's daily affairs. The central Support Office is formally anchored in Utrecht University's Student and Academic Affairs Office.²⁰



What's in a name? Does the term 'centre' adequately reflect the wide and distributed scope of the Centre? Would separate names for the central Support Office and the Centre's network improve recognisability, or would that create a divide? And should 'learning', as the Centre's ultimate mission, be reflected in its name?

²⁰ The innovation manager is also programme manager of the university wide programme Educate-it.

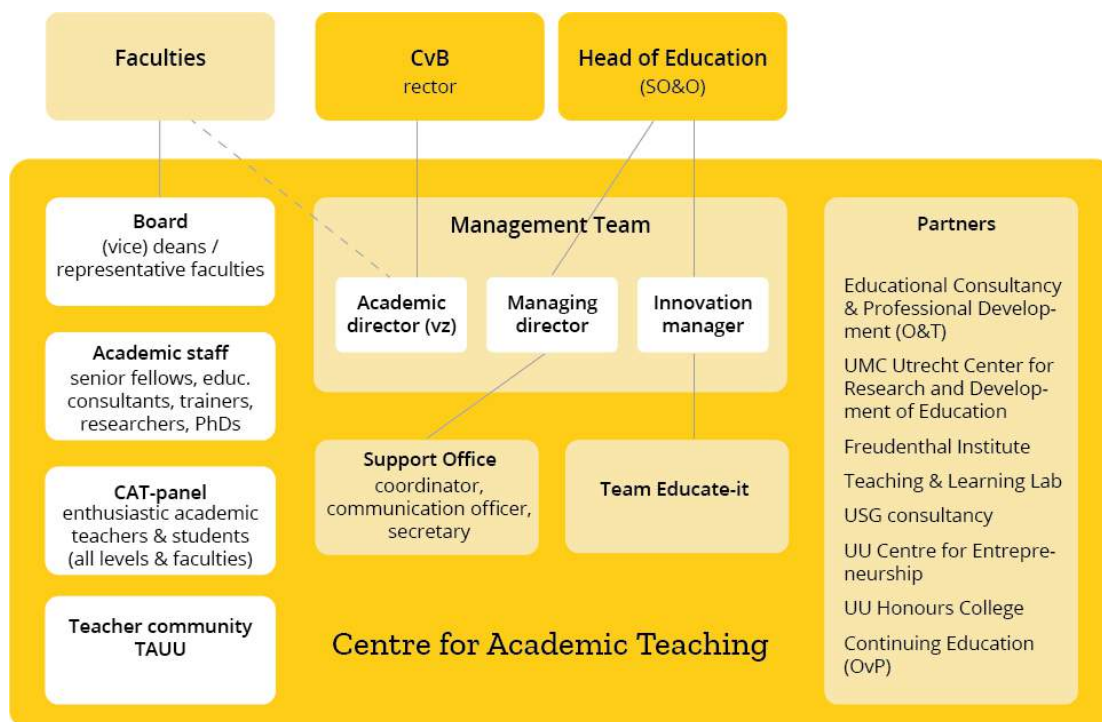


Figure 7. Organisation chart of the Centre for Academic Teaching

The various components of the central Support Office are described below. For staff members of each component, see Appendix 3.

3.4.2. Governance

Management Team

The Centre for Academic Teaching has an academic director (part-time appointment, 0.4 FTE), who is responsible for the Centre's strategy and the content portfolio of its activities. The academic director reports to the rector and, on a structural basis, liaises with the director of the Student and Academic Affairs Office. The academic director chairs the management team of the Centre, which further includes a managing director and an innovation manager (the programme manager of Educate-it). The academic director also heads the Senior Fellows Programme and supervises the Centre's PhD Fellow.

The managing director is responsible for finance and personnel and for the organisation of the Centre's teacher development offer, and supports the academic director in the preparation and execution of the Centre's strategic policy. The managing director also leads the central Support Office.

The innovation manager is responsible for the educational innovation offer. She is programme manager for the Educate-it programme, and the person with financial responsibility for the dedicated budget for this line of activities. The innovation manager leads the Educate-it team and is responsible for the support of teaching staff and students in educational innovation.

The management team is supported by a secretary: the Centre's coordinator.

Board

The Board of the Centre for Academic Teaching is responsible for forging and maintaining close ties between its partners, university programmes and, above all, UU's seven faculties and University College Utrecht, each of which is represented on the Board. The Centre's management team prepares and attends Board meetings. Importantly also, the Head of Education of the Academic Affairs Office attends Board meeting to ensure close ties with UU's educational policy.

Through the activities of its partner initiatives and central Support Office, the Centre continuously engages with the University's teaching and learning community. The Board and central Support Office of the Centre represent these partner initiatives at both the faculty and institutional level.

During its meetings, the Board takes strategic decisions in close consultation with the management team, which is responsible for the day-to-day management. Importantly, the Head of Education of the Student and Academic Affairs Office also attends the Board meetings to ensure the link with the institution's strategy. The meetings are supported by a secretary of the CAT Support Office.

3.4.3. Academic staff

The members of the Board, the academic director, Senior Fellows, Principal Fellows, Visiting Fellows, Teachers Community TAUU, Educational Consultants and Trainers, and a PhD Fellow constitute the academic staff of CAT. They are all seconded from their respective faculties and/or financially covered for their roles. Only the academic director, the Chair of the Board, Senior Fellows and the PhD Fellow have formal appointments with the Centre.

Senior Fellows

The Senior Fellow programme is a selective programme in which Senior Fellows are appointed for two days a week (0.4 FTE) at the Centre for Academic Teaching. They devote approximately one day to a project that involves leadership in strategic institutional curriculum and/or policy development, either within their faculty (across multiple degree programmes) or University-wide, and one day to personal development and active contribution to the Centre's teacher development activities. During the fellowship, the Fellow will broaden his/her knowledge of the field of education, which may express itself in scholarly contributions to this discipline.

The aim of the programme is to strengthen teaching as key academic activity within the University and to increase the number of professors with a special focus on education. This programme enables Utrecht University to stimulate and reward educational leadership and stress the fact that career advancement is also possible through excellence in education (and not only through excellence in research).

Principal Fellows

When they wish to remain actively involved in the Centre, upon completing the programme prior academic staff such as Senior Fellows can be appointed as Principal Fellows upon request. The appointment is for a period of three years, with the possibility of renewal. A Principal Fellow is an active candidate, takes initiatives and can be approached for a role in committees, SIGs or educational innovation projects of the CAT or Utrecht University in the broadest sense. Examples include the organisation of the Education Day (*Onderwijsparade*), U-SoTL conference, USO assessment committee, jury of teacher awards or the SIGs of the Centre for Academic Teaching.

Visiting Scholars

CAT provides the possibility to host visiting academics as Visiting Scholars at Utrecht University. Visits can last anywhere between two weeks and three months. Funding is available for travel and accommodation. Unfortunately, after the launch of this initiative at the end of 2019, the first two visiting scholar visits were planned in 2020 but had to be cancelled due to the COVID-19 crisis. The first applicants were associate professors from the National University of Singapore and the State University of Rio de Janeiro. The Centre hopes to be able to welcome them in the near future.

Educational consultants and trainers

As described in the history section, Utrecht University invests structurally in providing educational advice and training through the Educational Resources Pool (*Educatieve Middelen Pool*, EMP). To safeguard the quality of educational expertise, consultants and trainers are appointed at the faculties, where their expertise is connected to research. Educational Consultancy & Professional Development (*Onderwijsadvies en Training*, O&T), part of the Faculty of Social and Behavioural Sciences, is by far the most important department that provides consultancy and training. Its educational consultants and trainers provide their services through many of the CAT courses and programmes, the Educate-it programme and activities for the entire University (30 FTE). Seventy-five percent of all O&T trainers and educational consultants have a PhD degree. The advantage of engaging consultants from the Faculty of Social Sciences is their embedment within the department of Education and Pedagogy, thereby ensuring the exchange of expertise between research in these fields and the consultancy and teacher development roles. One disadvantage, however, is that they are not based in the central support organisation and have an organisational obligation to work as a for-profit organisation and thus pay overhead to UU. There currently is some debate about this arrangement, as it distorts the level playing field with other (smaller) concentrations of educational expertise and support, either academic or non-academic, in other faculties which are also participating in the advice and training of university teachers.

Education chair network

All professors at UU whose chairs focus on education are invited to take part in the Centre's education chair network. With the increased attention for education in academic careers, their numbers are steadily growing. Two types of chairs are involved: those with a primary focus on educational research, and those with a primary focus on education (including educational innovation) within a certain theme or discipline. This distinction is certainly not absolute, and many will be involved in both educational research and educational innovation.

PhD fellows

The Centre has 1.0 FTE capacity for PhD fellow research in order to strengthen the knowledge base of the Centre's activities. The current research topic is 'The development of academic teachers'. The PhD fellow is seconded to CAT from the Education Center of the University Medical Center Utrecht and also collaborates closely with the Faculty of Social and Behavioural Sciences' department of Education. Her research provides valuable theoretical insights that serve as practical input for the full range and content of the Centre's teacher development activities. Her research also to

contributes to appreciation and support for academic teachers.²¹ It has already proven useful for international policy input and provided the basis of an EUA policy paper.²²

Affiliated PhD fellows focus area of Higher Education Research

Various partners in CAT, as well as the research groups of professors in the education chair network (see above), also host positions for educational research by PhD fellows, postdocs and assistant or associate professors investigating a wide range of topics in university education. These activities are connected through the focus area of Higher Education Research (HER), which is supported by CAT. An overview made in 2018 showed a total of 75 PhDs, reflecting the importance Utrecht University attaches to evidence-based education. One drawback, however, is the very limited external funding possibilities for research into higher education. Many of the current PhD fellows are funded through departmental or faculty resources.

Teachers Community TAUU

Teachers community TAUU (Teaching Academy Utrecht University) was founded in 2012 as a grass-roots network for and by academic teachers of Utrecht University. The community organises meetings and activities and hosts a very active online platform where teachers are invited to share experiences, knowledge, opinions and insights about teaching. TAUU also organises peer-to-peer support and provides inspiration.

About six months ago, the TAUU Board (consisting of five board members) concluded that the Centre for Academic Teaching and TAUU had been constructively operating side by side since CAT was founded in 2017, with sometimes overlapping goals and working methods. TAUU proposed that rather than operating as a separate partner, it should continue as part of the Centre, with the express wish that the platform and community activities should remain recognisable within CAT as a place where the voice of the teaching staff is heard and where teachers can meet. TAUU's independent, bottom-up character should also be retained. At the time of writing this report, members are being recruited for a new TAUU Council, which will consist of six active university teachers who represent the community and provide input for activities. There is now financial cover for the time invested by the members of the TAUU Council (40 hours per year), which also enhances their visibility within the relevant department as educational leadership activities. In the selection of new members, the aim is to ensure maximum diversity in the representation of faculties, experience and backgrounds.

Students

Since the ultimate aim of the Centre is to enhance the quality of education, students are important (if indirect) stakeholders. Most activities only target students indirectly, which is why student involvement is limited yet important. In educational innovation projects, students are almost invariably involved in project teams and, as such, they participate in many if not all projects and activities funded by the Centre. Co-creation (of education) is an innovative concept that is actively encouraged and supported. In the Educate-it programme, students participate in an Education Think Tank in a learning pathway (for which they receive an online badge) and provide input and

²¹ <https://www.dub.uu.nl/en/depth/how-can-academic-teachers-improve-themselves>

²² <https://www.eua.eu/resources/publications/808:career-paths-in-teaching-thematic-peer-group-report.html>

feedback on innovative University-wide projects. There is also a monthly meeting between the students from the University Council and the innovation manager.

Furthermore, students are welcome at CAT activities. This applies in particular to students involved in educational committees at their faculty, student members of the University Council and students who are otherwise involved or interested in university organisation and culture. For instance, some of the Special Interest Groups (SIGs, see section 3.3.4 above) have active student members. For some of the network activities, such as the annual '24-hour meeting', faculty council students are expressly invited.

Students are also employed to support activities of the Centre. Its Teaching Support Desk is staffed exclusively by students. As the first line of support, they frequently come into contact with teachers and the teaching support organisation. Many enjoy working with CAT and their involvement is experienced as inspirational both by the students themselves and the teaching community.

Thirdly, many departments use 'student assistants' for near-peer teaching. Although most receive practical instructions for their – usually quite specific – teaching task, and all student assistants operate under the supervision of qualified academics, the Centre has recently developed a short didactic E-module to provide them group with some basic didactic knowledge. Some educational programmes offer electives that prepare students for future teaching roles. These students do placements as junior teachers, and at the Faculty of Medicine they obtain a student teaching qualification. The Centre is currently involved in a project to see whether this could be developed into a national qualification (see section 2.1).

3.3.5. The Central CAT Organisation

Central Support Office (headed by Mirjam Bok, managing director of MT-CAT)

To aid its collective efforts, the Centre for Academic Teaching has a central Support Office at the Utrecht University Library in Utrecht Science Park, which serves all partners and members of the teaching and learning community. The central Support Office actively supports the Centre's management team and board, as well as partner initiatives as needed, and it organises activities for the network as a whole. The Support Office is part of the Student and Academic Affairs Office, one of the central services of Utrecht University, and supports the University's educational policy. The Centre also has strong connections with the University's Human Resources department. At the institutional level, it represents the joint faculties and teaching community in strategy discussions, both at the national and international level.

- *Teacher support activities and strategic network support (4.4 FTE)*
- *Teachers Community TAUU support (0.6 FTE)*

Educate-it support team (headed by Mabelle Hernández, innovation manager in MT-CAT)

The University-wide Educate-it programme helps teachers adapt their courses to the demands of the future and to improve the quality of their teaching. Educate-it provides technical, practical and didactic support to teachers who embrace (one of) the elements of educational improvement and

the introduction of blended learning. Using a bottom-up approach, Educate-it stimulates teachers to start innovation projects but the programme itself also includes projects set up at a UU level. In these projects, maximum connection and cooperation is sought with the knowledge and expertise available within the University and with the partners in CAT. For that reason, the Educate-it team consists of a permanent core team and a flexible shell that adapts to the content of specific projects. Educate-it has been run as a temporary programme since 2014; as of January 1st, 2021, it will become structurally embedded in the University.

- *Educational Advisors/project leaders (8.4 FTE)*
- *Key users and coordinator innovation grassroots (3.1 FTE)*
- *Future Learning Spaces (1.2 FTE)*
- *(Inter)national strategic networks (1.1 FTE)*
- *Research and Quality (0.1 FTE)*
- *Support and Communication (2.4 FTE)*
- *Practical Support – Teaching Support (1.5 FTE)*

Support Office for Continuing Education (headed by Eline den Boer, programme manager)

Utrecht University responds to the need among from alumni and professionals to keep up to date over the course of their careers by offering insights from current research and its application in professional practice. Utrecht University provides custom arrangements for Continuing Education: programmes, training sessions, courses, masterclasses and advice on specific learning tracks. Continuing Education within Utrecht University is directly linked to the research that is being conducted at the University and to the research expertise available. At Utrecht University, Continuing Education is an integral part of the primary process, embedded in the organisation and in regular work processes. The added value of the UU's involvement in Continuing Education in general lies in the impact that it can have on both society at large and on the University's own education and research.

The University offers various programmes, masterclasses and courses for professionals. Recent research among alumni has shown that there is considerable demand for further training. The University aims to provide a recognisable and attractive range of options that facilitate lifelong learning, tailored to the demands of the labour market and of the professionals and alumni concerned.

- *Dean for Lifelong Learning & Continuing Education (0.4 FTE)*
- *Support Office for Continuing Education (4.25 FTE)*
- *Projects (0.4 FTE)*

The Continuing Education Programme has been run as a temporary programme since 2016; after 2022 it will become structurally embedded in the University.

3.3.6. The CAT partners within UU faculties

Educational Consultancy & Professional Development (Faculty of Social & Behavioural Sciences)

Educational Consultancy & Professional Development (Onderwijsadvies en Training, O&T) is part of the Faculty of Social and Behavioural Sciences. It contributes to the quality of education by providing educational consultation, training and coaching for teachers and directors of education for the entire University. All services aim to translate scientific knowledge into teachers' and teaching programme's day-to-day practice. Educational Consultancy & Professional Development is closely involved in the Centre's educational leadership programmes and provides tracks that help staff obtain teaching qualifications.

Center for Research and Development of Education, UMC Utrecht (Faculty of Medicine)

The Center for Research and Development of Education contributes to educational knowledge for and supports its application in healthcare education. The centre dedicates its expertise to the University Medical Center (UMC) Utrecht (the Faculty of Medicine of Utrecht University), but also is a nationally and internationally renowned centre of expertise. Its service domains cover educational development and consultancy, quality assurance, teacher training and qualifications, international courses in health professions education, and education research. It provides supervision and PhD training for research in health professions education.

Department of Technology Enhanced Learning, UMC Utrecht (Faculty of Medicine)

The Department of Technology Enhanced Learning (TEL) is closely aligned to the Center for Research and Development of Education and provides technical and didactic support for IT tools, electronic learning environment and other technological teaching support.

USG Consultancy (Faculty of Law, Economics and Governance)

USG Consultancy is part of the Utrecht University School of Governance (USG). USG Consultancy is specialised in the execution of commissions for service organisations in the public domain. Its commissions can roughly be divided into three content categories: management and policy, organisational development, and image and identity. In addition, USG Consultancy facilitates the practical implementation of commissioned recommendations through training, coaching and interim management.

Centre for Entrepreneurship (Faculty of Law, Economics and Governance)

The Centre for Entrepreneurship connects all activities on entrepreneurship education and research at Utrecht University. The centre believes in supporting 'entrepreneurship to make a difference', where the University becomes an empowering environment that supports students and staff to creatively pursue new opportunities, possibilities and innovations. As a centre of expertise, it encourages the development of relevant courses, programmes and co-curricular activities and provides information and inspiration. Entrepreneurship at Utrecht University is based on two main pillars: developing entrepreneurial skills and tackling societal challenges.

Freudenthal Institute (Faculty of Science)

The Freudenthal Institute (FI) is part of the Faculty of Science at Utrecht University. Its mission is to contribute to high-quality education in mathematics, the natural sciences and the history and philosophy of science through education, research and professionalisation. The needs of students and teachers – in secondary, higher and lifelong education – constitute the starting point for research and successful innovation in science education. For this reason, the institute actively engages with teachers, developers, researchers, support staff and other stakeholders throughout the entire development chain at national and regional level. Its focus is primarily on continuous learning pathways, from secondary to post-initial education, and on educational technology.

Teaching & Learning Lab (Faculty of Science)

The Teaching & Learning Lab (TLL) is a physical and virtual experimental laboratory of Utrecht University for teachers, students and educational researchers. It is hosted by the Freudenthal Institute, which focuses on science education (see above). TLL serves teachers from all faculties and disciplines and is the place to explore new possibilities in education, and to develop and test them in practice. Together, TLL's users improve their teaching and inspire colleagues with new ideas. TLL consists of two flexible active learning spaces and a studio, equipped with the latest technologies for face-to-face interaction, student collaboration, synchronous online teaching and clip recording. Frequently, the lab organises workshops to provide inspiration and share new insights. Since its start in 2016, the TLL has inspired other faculties and institutes to establish additional active learning spaces.

UU Honours College (Utrecht University College)

The UU Honours College offers motivated students the opportunity to enrol in an extra challenging and inspiring cross-faculty education programme besides their regular programmes. The programme is strongly interdisciplinary and demand-driven. Innovative ideas come about by working together and recognising different insights from various disciplines. The UU Honours College also offers teachers the opportunity to professionalise in honours education.



Does the organisational structure optimally serve the mission of the Centre?

3.5. Governance and Quality Assurance

3.5.1. Governance - communication structure

The governance structure is described in 3.4.2 above. What follows is a more extensive description of how the communication is structured. When the Centre was set up as a network structure in 2017, its governance was designed to optimally facilitate connections between all partners and programmes, users, faculties and the Executive Board. The aim is to create an ecosystem in which University education can flourish, and where the Centre fertilises and provides access to this ecosystem. As such, the Centre was set up as a collaboration network between all partners and programmes, users, faculties and the Executive Board.

The board of the Centre is the most important component in its governance structure. It connects the Centre with the faculties, overseeing its functioning and determining its course. Board members are proposed by the Deans of the faculties and take a formal faculty seat: hence they participate as representatives of their respective faculties, rather than on their own individual account. Some are Vice Dean of education, with formal responsibilities in overseeing the quality of education at their faculty, others have relevant expertise or responsibility in one or more of the Centre's pillars. The board's aim is to steer the Centre in such a way as to enhance, empower and support the teaching community. This means it has a different focus than the formal governance structure of education formed by the Rector, Deans and Vice Deans. The specific composition of the Board, with its Vice Deans and experts, enhances synergy with the formal educational governance, providing sufficient attention to both development and innovation and the day-to-day organisation and delivery of education. For example, in the context of the COVID-19 pandemic the Vice Deans meet weekly with the rector to discuss current and urgent measures, planning, student communication etc. while CAT supports teachers in coping with their changing roles and provides expertise to inform policy decisions.

Importantly, the board is not the only level at which the connection to faculties and partners is made. We aim at linking pins at all levels and across all elements in the network. For the Educate-it programme has seconded staff local contact persons to all faculties.

One of the main challenges was, firstly, to ensure better support for the dissimilar partners and programmes that were initiated over the years and that make up the CAT network. And secondly, to link the partners and programmes in such a way as to create synergy, so that, on the one hand, more teachers could be reached and supported and, on the other, the expertise present within the faculties could be better utilised for the University as a whole. In addition, the aim was to create more ownership within the faculties.

To facilitate effective communication and collaboration between partners in CAT, all partners with University-wide targeting of activities meet regularly (every four to six weeks) in the broad MT. Individual meetings are held with faculty-oriented partners on a less frequent basis.

Through the chosen communication structure, the Centre aims to streamline cooperation on the one hand, while at the same time avoiding blockages and barriers on the other. Academic staff, support staff and representatives of partners meet on a regular basis in various formations:

Board	every six weeks
MT	every two weeks
Extended MT (extended to include O&T, CE, TLL)	every four to six weeks
Educate-it team	weekly
Central Support Office	weekly
Programme Committee Educational Leadership programmes (bilateral) work meetings between MT members and rector/head of Academic Affairs Office/head	three times per year
Educate-it faculty contacts meetings	monthly
	monthly

3.5.2. Quality Assurance

The evaluation cycle has a Plan, Do, Check, Act (PDCA) structure and covers several levels of aggregation: *micro* (evaluating single activities), *meso* (evaluating areas of activities) and *macro* (evaluating the role and impact at University level), In the following paragraphs we will describe the main structure of the PDCA cycle at each of these levels.

When thinking about evaluation it is useful to keep the Kirkpatrick 4-level model of evaluation²³ in mind: reaction, learning, behaviour and results. For the Centre for Academic Teaching, the 'reaction' level translates into whether activities are appreciated by the participants. The 'learning' level translates into what is learned by participants. Note that the activities that are learned from can be both teacher support activities and network activities, and may range from very modest time-extensive activities such as information seeking on the website to time-intensive activities such as participation in advanced teacher programmes. Also note that learning can be formal (e.g. in courses) but is much more likely to be informal (e.g. through events or network activities). The 'behaviour' level is whether what is learned also translates into actual changes in teaching and education at Utrecht University. The 'results' level, finally, is the contribution the University teaching culture and quality of teaching and student learning.

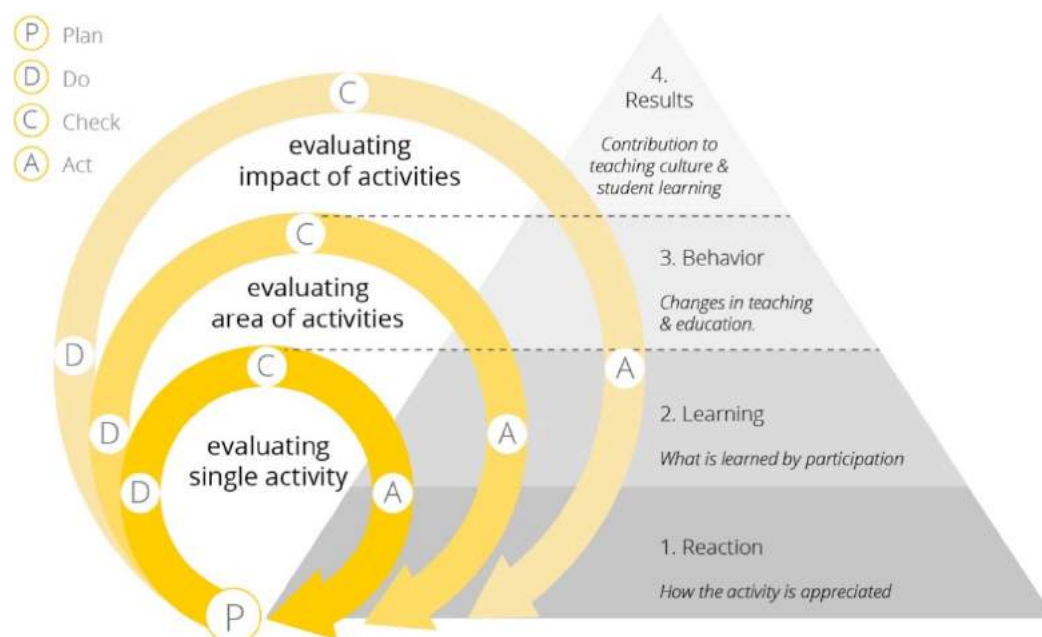


Figure 8. Three levels of quality assurance, with the Kirkpatrick 4-level model of evaluation depicted in the background

Generally speaking, the reaction level is the easiest to assess and the focus, therefore, of most evaluations. CAT is no exception and the evaluation cycle at the micro level primarily focuses on reaction. It is commonly agreed that learning is more difficult to assess, and this is particularly true for informal and organisational learning, the major aim of the Centre. The behavioural and result level are notoriously difficult to assess, especially because many other factors also influence these levels. Even so, it is important to constantly keep the higher levels in mind when trying to evaluate

²³ Kirkpatrick, Donald L. & James Kirkpatrick (2006). Evaluating Training Programs, 3rd Edition.

the Centre's activities at the micro level, and these levels are certainly what is aimed for at the meso and macro level of evaluation: to obtain a global, holistic view of impact on the levels of behaviour and results of the whole of CAT's activities.

The micro evaluation cycle

The micro evaluation cycle aims at monitoring and improving the quality of individual activities. Single events, conferences, workshops, courses and educational programmes are evaluated with questionnaires among participants. Participants are asked whether the activity met their expectations and whether they have suggestions for improvement or for future activities. Other components of the offer, such as the website or educational database are regularly renewed and include consultation of stakeholders to optimise effectiveness.

In addition to measuring participants' appreciation (reaction), self-reported learning is also assessed for courses. And participant numbers and backgrounds are monitored to gain insight into the audience that is being reached.

The meso evaluation cycle

The meso quality cycle aims to evaluate areas of activities. This is important because activities not only need to be of good quality, they also need to contribute to an infrastructure and add to or complement each other. A gap analysis to identify any missing support activities to create a good infrastructure, is part also of this process, as well as whether the activities in a certain area are optimally aligned with the Centre's aims. The CAT board members have specific portfolios, with two members being responsible for each area. They look at evaluations from the micro cycle and consult those involved in planning and executing these activities. This cycle is not as structured as the micro cycle, yet all areas are regularly discussed to see whether there is reason (e.g. from stakeholder feedback or feedback from those involved in the execution of the activity) for more profound evaluation. If so, a small working group is formed to analyse the activity area concerned and propose adaptations. For example, a small working group formed for the further development of the Utrecht Education Incentive Fund consisted of board members, members from the assessment committee, and support staff. Such working groups propose measures for improvement that are subsequently discussed by the full board for decisions on adaptations.

Portfolio's board members

Educational Leadership	<ul style="list-style-type: none">• Senior Fellow Programme• Educational Leadership Programme• Programme for Directors of Education
Teacher development and community	<ul style="list-style-type: none">• Basic and thematic teaching courses• Honours Teaching• Activities & workshops• Teacher community TAUU
Educational Innovation Funds	<ul style="list-style-type: none">• Educational Innovation Fund• Educational Resources Pool (EMP)
Career & Recognition	<ul style="list-style-type: none">• UU Teaching Awards• Reward & Recognition

Educational Innovation with Technology

- Educate-it Programme
- Teaching and Learning Lab

Educational Scholarship

- Focus area Higher Education Research
- Scholarship of Teaching and Learning
- Network Education chairs
- Educational Research Training Programme

In addition to the board, the Centre's Management Team and its Extended Management Team (in which the UU-wide partners are represented) have as their major aim the monitoring of areas of activities and the alignment between partners.

The macro evaluation cycle

The macro cycle aims to assess the realisation of the Centre's aims at University level. When the Centre was established in 2017, the Executive Board defined the Centre's aims for the first three years. The Centre reported to the Executive Board about its progress in achieving these aims every year, in annual reports (see Appendix 7). The intention of this external review is to evaluate the extent to which the Centre achieved its long-term aims, to learn from past experiences and to set out policy for the near future.

Each year, the Centre's board and management team are responsible for the translation of its strategic aims into an annual programme. During an annual awayday, the board and MT set the priorities for the next academic year. During the year there are six board meetings to discuss current issues, evaluate activities and consider improvement options.

Stakeholder feedback

The Centre is not a separate entity within the University, but an embedded network organisation with a large diversity of stakeholders. To determine the direction, themes and content of its workshops, conferences, educational innovations and programmes, the Centre collects input from all relevant stakeholders. The evaluations of the activities are also discussed with the stakeholders involved, and together with them plans are made for future activities. These evaluations are discussed with relevant stakeholders and a plan of approach for future activities is drawn up with them. In this way, CAT follows the plan-do-check-act cycle for these activities.

Dialogue with stakeholders (periodically and incidentally)	
Faculties & University College	Every faculty and Utrecht University College is represented in Centre's board
Embedding in institutional policy	Periodic synchronisation with the Rector Magnificus (every six weeks), Director and head of education of the Student and Academic Affairs' Office (monthly)
Academic community	<ul style="list-style-type: none">• Consultation with Senior Fellows (educational leaders from faculties incidentally)• Questionnaire among Educate-it staff• Teaching Culture Survey• Exchange with TAUU board (twice a year)

	<ul style="list-style-type: none"> • Consultation with teaching staff and students from University Council (annually) • Consultation with student representatives (annually)
Partners	<ul style="list-style-type: none"> • Discussion in Extended Management Team (every six weeks) • Meet & Greet with staff of all partners (twice a year)

CAT panel

The CAT Panel was established to get a feel for how the CAT activities are being perceived and experienced within the teaching community. The panel consists of teaching staff, students and support staff from all faculties. Its composition is not fixed but varies with each consultation event: open calls for participation are supplemented with active invitation of specific stakeholders. The academic director consults the panel four times per year in order to monitor whether the Centre's activities meet the users' wishes, needs and expectations and whether they observe any developments in education which require extra attention.

In the past three years there have been larger meetings with around 20 persons, as well as smaller lunch gatherings with 6-7 teachers for consultation with the Centre's academic director. Recommendations of the CAT panel in 2019 included the advice to continue activities and support as currently offered because they are highly appreciated, to further improve information finding, to develop and promote CAT as a central window for all educational support, and to develop an inter-faculty peer-to-peer tutoring system. All four suggestions have been followed up.

Students as stakeholders

Students are indirect users of the Centre's activities. They benefit from the quality of education, which largely depends on the quality of the teaching staff. Nevertheless, discussing the Centre's activities tends to be an abstract exercise for students. That is why we do not only discuss the Centre's policy with students, but also involve them at the meso and micro level. Where appropriate, we do this by asking students to join several committees, for example for the Education Day, the Utrecht Educational Incentive Fund and the Teacher Awards. In addition, by appointing student employees and student interns, CAT promotes an ongoing dialogue with students as major stakeholders in educational innovation and teacher development. In 2020, the regular CAT panel meetings have not taken place due to the COVID-19 crisis. Instead, in June five online input sessions were organised to obtain stakeholder feedback for this self-evaluation, which is conducted every three years.

Teaching quality and education culture at University level

Teaching quality is monitored through both institutional and national student surveys, as well as a national accreditation system for educational programmes and the institution. Primary responsibility rests with the Student and Academic Affairs Office and the Vice Deans of education. Education culture is monitored through an institutional survey (Educate-it), and participation as from 2019 in a twice-yearly international teaching cultures survey.

RESULTS at the level of individual activities (micro quality cycle)

Since the start of CAT, the university-wide organised activities have grown in volume: both in terms of frequency and participation. Participation numbers have gone up from 596 to 1,034 in 2019 (Appendix 1). These numbers reflect only the events organised by the central office. The majority of participants are reached through the full network of the Centre. As regards background, we see a mix of participants from different faculties and staff in non-academic positions (policy, support), and sometimes students. Regularly faculty staff from outside Utrecht University are also interested in participating. Although we mostly do not target them in our communications, they usually hear about events through their network. They are welcome to participate in all open events and contribute to the knowledge exchange.

Results so far have been very positive when it comes to the appreciation of the activities, which are consistently rated as 'good', 'very good' or 'excellent'. Courses, and the advanced teacher programmes in particular, are evaluated very thoroughly. Teachers indicate they learn much and that they are able to apply what they have learned in the projects they conduct within their respective faculties as part of these programmes. Details on evaluation of events, courses and programmes can be found in the annual reports (see the 'Annual overview 2017-2018' and 'Annual overview 2019' addendums). Some research projects within the focus area of Higher Education Research have faculty development as a research subject. These projects allow for evaluation of behaviour and results level, as defined by Kirkpatrick (see section 3.5.2). In 2020, Hetty Grunefeld completed a PhD in which she evaluated the Educational Leadership Programme. For some of her publications and others concerning the Centre, see supplementary material and publications concerning or contributed to by CAT.

RESULTS at the level of level of activity areas (meso quality cycle)

The CAT panel was consistently very enthusiastic about the current offer. Although they were structurally asked whether any offer might be missing, few concrete suggestions were brought forward. We realise we might have a participation bias here, because perhaps only enthusiastic teachers sign up for the CAT panel. Nevertheless, we feel we may conclude no big gaps in support need are being experienced.

Most signalling that leads to updates in the activities comes from within the CAT organization, both from support staff as well as from board members or committee members evaluating their portfolios and/or activities. Over the past three years, these signals have led to the educational scholarship infrastructure to be built. The procedure for the Utrecht Incentive Fund was revised to better align the innovation projects with Utrecht University's strategic plan and improve sustainability. And many more developments as reflected, for instance, in the multiple new activities offered by CAT (see section 3.3).

In addition to the signalling from within the CAT network, and particularly during the COVID-19 crisis, requests also come 'top-down' from the rector, the Student and Academic Affairs Office or Vice Deans of education. 'Bottom-up' signalling is obtained, for example, through analysis of the help request that comes in at the Teaching Support helpdesk, or through the teacher surveys. For instance, a need for more information and advice on how to deal with hybrid teaching situations was signalled at the start of the current academic year. Subsequently, webinars and Q&A sessions

were organised to address this need. In addition, information was added to the 'teaching in times of corona' website which is hosted by the teaching support helpdesk.

In sum teachers do not seem to be missing any structural offer: the three pillars are each supported through a multitude of activities. Many activities contribute to two or even three pillars because teacher development, educational scholarship and innovation often go hand in hand. We also conclude that sufficient monitoring takes place to continuously update the support offer and adapt to newly developing needs and circumstances.

RESULTS at the level of activity areas (meso quality cycle)

Several instruments provide us with, mostly indirect, information on the impact of the Centre's activities on University teaching and learning. These are briefly discussed below.

Institutional audit

The panel of the institutional audit, conducted in 2018, characterised Utrecht University as having a strong formal and informal quality culture which aims for continuous improvement. The Centre for Academic Teaching furthers the activities and policies as assessed during the institutional audit along these same lines, which was applauded: by empowering teachers, by connecting activities to the University's strategic plans, by involving stakeholders and by continuously evaluating its own activities.

Longitudinal Educate-it teacher survey

In addition to the introduction of blended learning, the Educate-it programme is promoting a cultural change: increasing the willingness of teachers to change. The approach chosen for this is bottom-up, with top-down support and autonomy of teachers. The results of the longitudinal survey, which has been conducted annually among UU teachers since 2014, show that there is a strong correlation between teacher autonomy (as experienced) and the teacher's willingness to change their courses. We also see that teachers are increasingly positive about educational innovation with the use of technology. The annual results are used to match teachers' wishes even better and to provide more targeted support.

Teaching Cultures Survey

UU participated in an international Teaching Cultures Survey (www.teachingcultures.com), which was carried out in the autumn of 2019 and will be repeated every two years. Academics at Utrecht University are positive (and significantly more positive than their international counterparts) about the supportive environment for University teaching. With regard however to the relative weight of research versus teaching in terms of contribution to academic careers, they experience a strong disbalance and would like more value to be attached to teaching in appraisal and promotion. The experienced disbalance was similar to levels revealed in the international comparison (see Appendix 5).

NSE

Every year a National Student Survey (Nationale Student Enquête, NSE) assesses student satisfaction levels. The NSE itself is not a ranking; however, publishers 'Elsevier' and 'Keuzegids' do use the NSE results for their educational ranking of Dutch Universities. Utrecht University is

consistently among the top 3. Utrecht University is a strong player when it comes to innovation and interdisciplinary education.'

Below we zoom in on some NSE results concerning educational content and teachers. The scores are on a 5-point scale. It appears that both the educational content and the teachers are well appreciated by the students. Both scores are equal to the national average. We must be careful however when interpreting these results in terms of teaching *quality*; satisfaction does not equal learning. In addition, the Centre is certainly not the only factor that influences these results. Even so, we may conclude that in general, students' evaluation of education at Utrecht University is positive, although there is always room for improvement.

How students rate their:	2018	2019
• <i>Teachers</i>	3.8	3.9
• <i>Course programme</i>	3.9	3.9

In conclusion

Although the instruments described above only provide indirect evidence of the Centre's impact at University level, there are clear indications that teachers do feel supported, that an innovation culture is being enhanced and that students are satisfied with the quality of education and their teachers. The Centre thus appears to have a positive impact on teaching and learning at Utrecht University. However, the results of the most important instrument for macro-level evaluation are yet to come: the external audit of the Centre which this reflection report serves. We are eagerly awaiting the feedback from the review committee.

STRENGTHS, OPPORTUNITIES, ASPIRATIONS AND RESULTS

In this section we formulate our future agenda. We do so by means of an SOAR analysis: we summarise our strengths (S), opportunities (O) and aspirations (A), and formulate concrete results (R) that we aim to achieve in the next three years.

Strengths

Community & Expertise

- University-wide network and vibrant teaching and learning community and centre of expertise;
- Bringing together and disseminating expertise, research and practices concerning higher education teaching and learning;
- Strong links between CAT and faculties, and between CAT and the Executive Board and the Central Educational Policy Department.

Organisation

- The combination of a central support organization with a University-wide network of partners to support University teaching;
- Integrating teacher development, educational innovation and educational scholarship;
- In three years' time, innovation and teacher development activities have become more aligned and have expanded while collaboration between partners has improved;
- A new infrastructure for educational scholarship was created;
- One University-wide teaching support helpdesk was established.

Aspirations

Community & expertise

- Expand the scope of bringing academics together who share an interest in teaching, and deepen the interaction and exchange between them;
- Strengthen our role as a centre of expertise that reaches out beyond Utrecht University;
- Strengthen the 'voice' role: in representing education at UU and outside UU, and influencing international developments in higher education;
- Strengthen the position of education in academic careers (equally rewarding teaching and research tasks by empowering teachers);
- Structural improvement of the national and international knowledge infrastructure for higher education.

Organisation

- Improve updates and dissemination of relevant information;
- Better position across the full breadth of CAT;
- Minimise the risks of unwanted divides;
- Foster innovation possibilities and professional experiences, whilst preventing conflict and fragmentation;
- Better position the full breadth of CAT

Opportunities

Community & Expertise

- The network of enthusiastic network of stakeholders and bottom up initiatives by teachers can lead to a self-enhancing effect on attention for teaching and learning;
- Utilizing the achieved anchoring and positioning of CAT within Utrecht University;
- The ongoing developing and strengthening of the strategical advice position of the CAT board;
- Initiatives to develop CATs outward role in external collaboration between Utrecht University and other partners and networks;
- Growing number of visits by delegations from other universities and the increased participation in internal and external committees enhances the opportunities for representing the teacher community.
- The Open Science discourse and the 'Recognition and Reward' discussion for valuing teaching in academic careers;

Organization

- The ongoing bundling of organizational support offices;
- Investments in collaboration between partners open opportunities for expertise exchange and collaborative innovation;

Results in 2023

Community & Expertise

- Ties and alignment with UU policy & strategy, the partners within the Centre and faculty-based teaching communities have increased;
- CAT has demonstrably contributed to debates and developments to improve the recognition of academic teaching;
- Educational scholarship is a visible and significant element of Utrecht University's teaching and learning;
- CAT participates in debates to improve funding for educational innovation research into higher education.

Organisation

- CAT is the central portal for, and well-known among teachers as a platform for, teaching support and expertise;
- The current network of partners is successful but still needs nurturing to become firmly anchored in the University organisation;
- CAT offers a comprehensive set of activities for teacher development, educational innovation and educational scholarship, for all stages in an academic teaching career;
- CAT has a well-developed evaluation cycle to monitor its activities: evaluation of activities will have taken place at least once at micro, meso and macro level.

CAT's mission and focus of activities

The Centre for Academic Teaching aims to connect, advance and empower academic teachers at Utrecht University. CAT concentrates its activities around three pillars: teacher development, educational innovation, and educational scholarship. With regard to the first two pillars, *Teacher Development* and support and incentives for *Educational Innovation*, the Centre builds on a rich history at Utrecht University. Existing activities in these domains have been combined and further developed within the CAT.

With the start of CAT a third pillar was added covering an area that previously received limited attention at UU, even though some faculties had already launched local initiatives. This is the pillar of *Educational Scholarship*. To foster this domain, an infrastructure was created consisting of teacher development offer (online resources, a SoTL course and an advanced programme: 'Educational research training programme for university teachers'), SoTL grants were made available and a yearly SoTL conference was organised. This is a one-morning event coupled to the existing annual teaching community gathering known as Education Day (*Onderwijsparade*), which is always held in the afternoon. The Centre's academic staff also successfully appealed to UU to select 'Higher Education Research' as a research focus area. This request was granted in 2020, and this new research focus area is now organisationally supported by the Centre. The efforts to create an educational scholarship infrastructure do not only originate in the desire to stimulate evidence-based teaching, but have much to do with the influential career framework for university teaching developed by Ruth Graham in the UK.²⁴ This framework highlights educational leadership and/or educational scholarship as important components for senior academic positions with a focus on teaching. Whereas support for leadership development received ample attention, scholarship development support had previously been lacking. In response to the need to improve the balance between teaching and research and to allow for more diversity in academic careers, fuelled by the 'reward and recognition' debate, interest in educational scholarship has grown.

Activities

The Centre has had a vibrant start over the past three years, and has extended both the range and volume of activities. New activities it has initiated or supported include renewal of the Senior Fellow Programme (2017), the launch of the highly successful Special Interest Groups (SIGs) (2018), the advanced Educational research training programme for university teachers' (2019), a yearly Utrecht Scholarship of Teaching & Learning Conference (USoTL, 2019) and the Educational Database (2020), and support of the newly established Higher Education Research UU focus area (2020). The Centre's activities are well appreciated, as reflected in both the evaluation of its separate activities (micro level evaluation) and feedback from stakeholders (meso level evaluation). A recent international teaching culture survey (macro level evaluation, conducted in 2020) showed that UU faculty experience a high level of support for their teaching (see Appendix 5).

Given the Centre's many partners, its activities are diverse, frequent and widely distributed in terms of location, audience, content etc. Ideally, teachers should experience their teaching environment

²⁴ <https://www.teachingframework.com/>

as a paradise with an abundance of fruits, ready to be picked when and where desired. However, abundance can also be experienced as an overload when it adds to the existing pressures, and may lead to a 'fear of missing out'. The truth will most likely be somewhere in the middle, but we must – through the quality cycles described – monitor how teachers experience the offer. Also from the perspective of CAT as a central support organisation and its partners we must be careful not offer so many events as to saturate the market and attract only a small numbers of participants for each event. This would negatively influence cost-effectiveness.

Teaching culture

The teaching cultures survey showed that the academic community at Utrecht University is positive about the supportive environment for academic teaching, yet would like to see greater recognition of teaching within academic careers. Although academic promotion is not directly part of its responsibilities, CAT does see it as its mission to advise policy and influence teaching culture at large. It was disappointing to see that despite the many years of attention for education at UU, this strategy has not yet translated among teachers into higher ratings for teaching career recognition. Surprisingly, UU academic leaders were more positive than teachers about the recognition of teaching. This suggests that they either overestimate current developments or – more positively – they experience change earlier than junior faculty. Possibly, these developments have yet to find their way within the university. What is certain is that Utrecht University endorses the need for a new balance in recognition and rewards for academics. CAT provides support for teaching staff who have the ambition and capacities to become excellent teaching professors. The Centre aims to strengthen the position of education in academic careers by contributing to the open science and recognition and reward debate. Within Utrecht University, the Centre is promoting full professorships with a focus on (research into) education at different managerial levels. In addition, through its strategic network, it contributes to the policy discussion and to a change in organisational culture. CAT also contributes to this discussion through its search for improved measures of teaching performance. For teaching to be valued in academic careers, visibility of the full breadth of teaching activities is paramount. Led by a member of CAT's board, a narrative has been developed for academic careers with a focus on education, with an extensive overview of indicators. The Centre is also promoting the goal of improved teaching performance assessment by supporting research into teacher development. Contributing to the change in academic change, and tilt it in favour of education, is an important strategic aim for the Centre over the years to come.

Community

Monitoring of activities and annual reports show that a wide and diverse audience is reached across traditional disciplinary and academic/non-academic boundaries. Most importantly and may even more significantly than the extension and appreciation of activities, the SWOT input sessions showed that the organisation seems to further boost the existence of a UU community of teachers and teaching support staff, with ample informal exchange of experiences and expertise (see Appendix 6 for a summary of the SWOT sessions).

A big challenge however remains to reach all university teachers and prevent a situation in which the generation and implementation of new insights, and the development of a type of education that contributes to quality of teaching and learning, fail to spread beyond a bubble of enthusiastic staff. Another essential step, linked to the aforementioned aim to boost the teaching culture at

Utrecht University, is to involve both teachers and, importantly, their supervisors in the 'recognition and reward' debate, and to inform them about different teacher roles, educational innovation and indicators of teaching achievements.

Organisation

The Centre for Academic Teaching was founded in 2017 as a central platform for teachers: the place to turn to for information, expertise sharing, professional development and the development of education. At the same time, we are aware it is also important to organise support and faculty development very close to the shop floor. To facilitate teacher involvement, a structure was chosen with a centre that comprises both a central support organisation and a network of partners. These partners are not mere 'satellites', as in smaller similar offices, but often bring their own specific expertise to the Centre. They represent of a mixed and varied collection of departments, programmes, and grass-root initiatives. Due to this wide variety in size, nature, localisation and type of activities, the partners in the Centre are highly complementary. However, a certain degree of overlap between the various activity areas cannot be avoided. The challenge for the network is to prevent dysfunctional competition, which may confuse rather than support university teachers, and instead achieve synergy for instance by exchanging knowledge and mutual assistance among members in spreading peaks in workload.

Any person, initiative or structure that aims to support teachers or education innovation is welcome as a partner in the Centre. It intends to provide teachers with information on all the various support possibilities both within UU and elsewhere. The centre has achieved successes in fulfilling this central information hub function. It has certainly enhanced the findability of information, although 100% coverage of all teacher-oriented activities remains a major challenge since many new initiatives pop up at grass-roots level. Which is absolutely a culture that we aim for, so the last thing we want is prevent these 1,000 flowers from blooming. However, it is a challenge to quickly detect and share these initiatives through the information the Centre provides. A big step towards that objective was made in June 2020, when the Teaching Support central service desk was opened.

The board is pivotal in connecting CAT to faculties and in representing education at UU from an expertise perspective. Dual appointments guarantee strong connections with educational governance. Vice Deans of education have regular meetings with the rector to discuss UU policy, the members of the CAT board and Vice Deans partially overlap. It is important to keep the different focuses clear both to the participating members and to the stakeholders at UU level.

Development of new activities; reaching teachers who are not yet involved

An analysis after 1.5 years showed that the Centre had been able to reach a new audience (see Appendix 7). It should build on this success to try and create snowball effects and reach an even wider audience. Reaching all faculty is and will remain a challenge in an academic culture that is still very research-oriented. In addition, with such a large span of activities quality control is difficult; however, it remains important especially in order to align the offer with evolving needs and developments.

Value and challenge of the network structure to foster a University-wide teaching community

One unique feature of UU is its success in establishing an exceptionally 'permeable' organisation: contacts span across faculties, across academic and non-academic staff, and across administrative and academic departments. Fostering these informal and formal contacts is a deliberate strategy, and the governance and organisation of the Centre for Academic Teaching reflect this strategy. However, this ambition comes at a cost: it leads to complexity in the organisational structure and to a variety of ambitions, and to potential confusion, therefore, in the Centre's roles for teachers and all others involved in university education. Current organisational questions focus on whether the further combination organisational support, in particular the 'Educate-it' and 'Learning of professionals' programmes, is warranted, and on whether using separate names for the Centre's organisational support and network would clarify the roles without losing synergy. In addition, collaboration with partners is crucial and calls for continuous investment in relationship management to enhance synergy and prevent conflict and fragmentation. One positive aspect however is that the Centre's organisational openness prevents isolation and stimulates renewal. As stated above, collaboration is crucial.

The Centre primarily serves teachers through its teacher support activities. However, as a network it also aims to serve the partners and, importantly, central or national/international policy. In serving the partners, one potential complication is that the central Support Office, like all partners in the Centre, also has an offer of its own. There is ample interdependency (e.g. the advanced teaching programmes could not be run without the invaluable expertise of the educational consultants and trainers of O&T, yet besides such collegial synergy-relationships there are contractor-client relationships, and sometimes competitive relationships too. This may create tension, while investing in a shared vision, mutual trust and long-term relationships is highly important. This could be remedied through secondments or dual positions, anchoring staff in more than one partner within the network.

Evidence-based education, connecting teaching to educational research

CAT has created an infrastructure to stimulate educational scholarship and research. Primarily because of its importance for evidence-informed teaching, and secondly to support university teachers in teaching-oriented academic careers. However, for this pillar to be able to grow further, external funding opportunities for (applied) higher education research are urgently needed. By exerting influence where and when possible, CAT is highlighting this issue on national and international platforms. The external goal is to lobby for structural improvement in the knowledge infrastructure for higher education, among others by increasing funding for higher education, educational innovation, and for (PhD grants for educational scholarship and educational research of higher education. Scholarly grants for research into higher education are currently meagre, both at our University and in a national and international context, yet such research is needed to fuel evidence-informed teaching and educational innovation to improve student learning. The envisaged cultural change in academia, in which academic careers with a focus on education move from being an exception to being an accepted and regular career path, would be another important step to further strengthen the connection between teaching and educational research. This will enhance evidence-informed education and, ultimately, improve student learning.

The Centre's voice

The centre provides expertise for both UU, national and international taskforces and working groups in the domain of teaching and higher education. Several issues have already been mentioned above: teaching in academic careers and the need to reinforce the knowledge infrastructure for higher education. Although during its first three years CAT has mainly focused on establishing the network of partners and optimising teaching support within Utrecht University, it is also increasingly visible outside Utrecht University and aims to strengthen its advisory and external representation role, or in other words, to strengthen its voice.

APPENDICES in this publication

1. Centre for Academic Teaching – Facts and Figures
2. Overview of courses & programmes at the Centre for Academic Teaching + brief descriptions
3. The central Organization – staff members (academic & non-academic)
4. Financial Overview of the Centre for Academic Teaching, 2017-2019
5. Summary of *Teaching Cultures Survey: Stage A Findings (2019) Utrecht University*, March 2020
6. Summary of *SWOT input sessions*, June 2020
7. English summary of annual reports of the Centre for Academic Teaching
 - 2019
 - 2018 (+ Sep-Dec 2017)
8. Infographics Educate-it
 - February 2020
 - Research, September 2019
 - August 2016
 - More infographics on <https://educate-it.uu.nl/resultaten/>

SUPPLEMENTARY MATERIAL

In the digital information file you will find the following documents:

Information about CAT & Partners

Flyers and brochures about the Centre for Academic Teaching

- Flyer about teaching support
- Flyer about the Centre
- Flyers about STT, ELP, PDE, ETRP etc.

General

- Annual Overview, Centre for Academic Teaching 2017-2018
- Annual Overview, Centre for Academic Teaching 2019
- Staff members of the Centre
- Indicators for Academic Teacher Development
- Division of tasks of members of the board of the Centre for Academic Teaching

Partners

- Continuing Education
- Progress report memo, Educate-it
- Activity reports TLL 2017-2019
- Milestones TAUU 2018-2019

Programmes

- Brochure ELP UU 2019-2020
- CAT courses and programmes
- Honours Teaching Programme 2019
- Programme Brochure ETRP_2020-2022
- Programme educational directors
- Senior Fellow Programme 2020

Information about UU

1. Annual Report Utrecht University 2019
2. Draft strategic plan for 2020-2025
3. Education guideline Utrecht University 2017
4. Magazine *Illuster*
5. Presentation with general information about Utrecht University
6. Strategic plan for 2016-2020
7. Teaching Cultures Survey: Stage A Findings (2019), Utrecht University, March 2020

Information about the Dutch context

8. Higher education in the Netherlands
9. Infographic Nuffic_The Dutch education
10. Infographic Nuffic_Update
11. VSNU NFU KNAW NOW ZonMw Position paper 'Room for Everyone's talent'

PUBLICATIONS

Publications on (inter)national developments

- a. VSNU, NFU, KNAW, NWO and ZonMw, *Position paper 'Room for everyone's talent'*
- b. KNAW (December 2018). *Doing the splits or dancing a duet?* Amsterdam, KNAW

Publications concerning or contributed to by CAT

- a. A Silent Revolution in Education, *Illuster* #86 (2020)
- b. Bovenschen, N & Kluijtmans M. (2019), 'Senior fellow program at Utrecht University enhances educational innovation, scholarship, and teacher development', *Nature Research Bioengineering Community*, Sept. 15
- c. Graham, R., *Career Framework University Teaching*, April 2018.
- d. Grunefeld, H., van Tartwijk, J., Jongen, H. & Wubbels, Th. (02-10-2015). Design and effects of an academic development programme on leadership for educational change. *International Journal for Academic Development*, 20 (4), (pp. 306-318) (13 p.).
- e. Grunefeld, H., Prins, F.J., van Tartwijk, J.W.F., van der Vaart, R., Loads, D., Turner, J., Mårtensson, K., Gibbons, A.M.N., Harboe, T., Poder, K. & Wubbels, T. (2017). Faculty development for educational leadership. In B. Stensaker, G.T. Bilbow, L. Breslow & R. Van der Vaart (Eds.), *Strengthening teaching and learning in research universities - strategies and initiatives for institutional change*. Cham: Palgrave Macmillan. (pp. 73-101) (29 p.)
- f. 'Innovate your education? Change the culture!', *The Chronicle of Higher Education* 2020.
- g. Kluijtmans and Meijerman 'Educational Scholarship, Scholarship of Teaching and Learning and Discipline Based Education'
- h. Pas te, S., Zhang, Th. (eds.), 'Career paths in teaching: Thematic Peer Group Report', *Learning & Teaching Paper #2*, European University Association.
- i. 'Unterstützung für Uni-Dozenten', *Lehre lernen*
- j. Wilde de, S., 2020 'How can academic teachers improve themselves?', *DUB The independent news site of Utrecht University*

Appendix 1: Centre for Academic Teaching – Facts & figures

FACTS & FIGURES

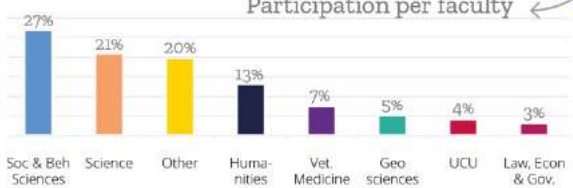
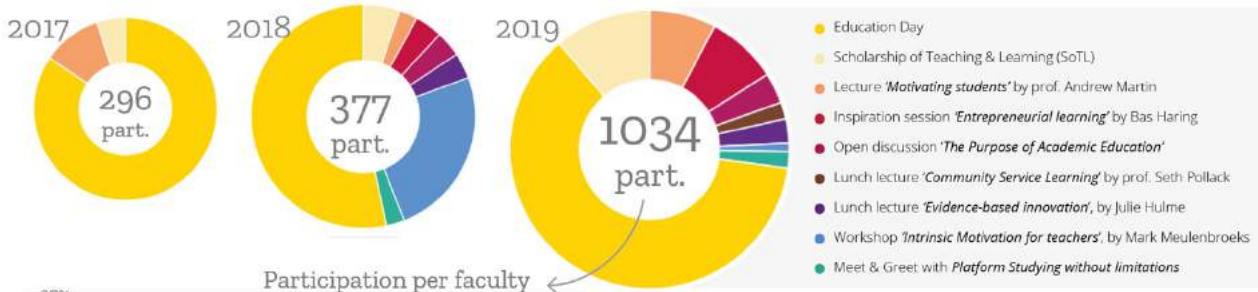
Centre for Academic Teaching



Centre for Academic Teaching

CAT Events »

Growing numbers, all faculties represented



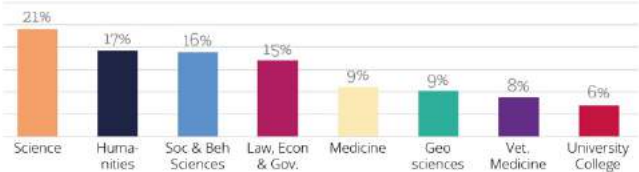
- CAT Events in 2020
- Lecture 'Motivating students' by prof. Andrew Martin => 80 part.
 - Expert session Naomi Winstone => 18 part.
 - Lunch meeting 'Augmented and virtual reality in your teaching' => 33 part.
 - Utrecht SoTL Conference & Education Day => 460 part.
 - 24 hour Education Conference => 99 part.

Educational programmes »

470 lectures followed an educational programme



Participation per faculty



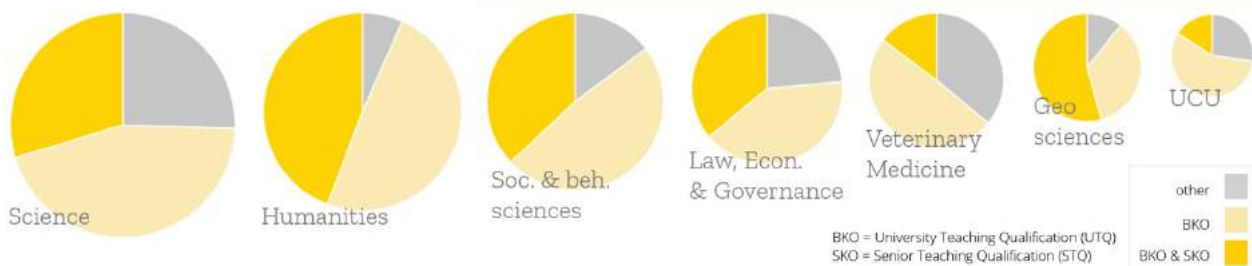
Special Interest Groups (SIG) »

16 SIG's initiated by teachers, to share ideas



Teacher qualifications »

81% qualified lectures: 81% BKO, 35% BKO+SKO



Appendix 2: Courses and programmes

Note: Only the central Support organization courses & programmes are mentioned below. Many of these are contributions from the Centre's partners, in particular Educational Consultancy and Professional Development and, to a lesser extent, educational experts and teachers from other partners. The partners all also have an additional offer, which is often faculty-based. It is included in the information for teachers at the Centre's website, but not described in the paragraph below.

I. Career-oriented development

1. Start to Teach

The Start to Teach programme comprises two days of training: a start-up day and a follow-up day ten weeks later. The programme includes an introduction to the Utrecht teaching model, and didactic skills training. The focus will be on strategies to motivate students, the range of activating teaching formats and the role of testing. Furthermore, the programme also offers participants the opportunity to receive the trainer's feedback on their own teaching activities, and to participate in peer-to-peer coaching activities with fellow participants. The programme is taught both in Dutch and in English.

Target group

Start to Teach is open to staff members with little or no teaching experience. Doctoral candidates with teaching tasks are also welcome to join. It is important that participants teach groups of students during the period of their participation in the Start to Teach programme. The programme is offered four times a year and starts at the beginning of each teaching period.

2. University Teaching Qualification Programme (UTQ)

University Teaching Qualification (UTQ)

To obtain the University Teaching Qualification, a person has to teach, be tutored by a colleague, make an education portfolio and be assessed by a review committee. In the UTQ programme for academic teaching, teachers enhance their didactic skills and prepare for the basic qualification. In a mixture of courses, assignments, observations in their own educational practice and reciprocal exchange, teachers work on the following tasks:

- designing education (formulating learning goals and developing learning tasks, didactic methods and assessments);
- executing education (by giving lectures and seminars, guiding individuals and groups of students);
- evaluating and promoting their own professional development as teachers.

3. From UTQ to STQ

Senior University Teaching Qualification (STQ)

After obtaining the University Teaching Qualification (UTQ) academic teachers can develop themselves further by obtaining a Senior University Teaching Qualification (STQ). Academic staff who aspire to become associate professor are required to obtain the STQ. Having a senior position means that, in addition to teaching responsibilities, the individual concerned has a leading role in the development of the education provided. To qualify for an STQ, participants must at least fulfil the UTQ requirements and submit their educational CV to the assessment committee. The University regularly organises the 'From UTQ to STQ' training programme, to give academic staff an overview of the criteria for obtaining an STQ. After completing that programme, participants can do a portfolio course in four half-day sessions. For those who wish to do so, there is also the opportunity to take part in a two-day writing retreat which offers a quiet break and guidance for writing the portfolio.

4. Educational Leadership Programme

The continuous development of education and teaching and increasing internationalisation reinforce the need for educational exploration and educational leadership. Utrecht University strives for outstanding international quality and invests in the further development of academic teaching. The intensive Educational Leadership Programme is unique and designed for academics who operate at the management level of academic teaching. The programme consists of eight multiple-day thematic meetings, an individual project and one or two study tours. Upon completion of the programme, participants are able to:

- make adequate analyses of complex educational issues;
- design and implement practical solutions for current educational issues;
- apply skills to stimulate, organise and support the development of teachers and educational innovation.

Candidates for this programme are nominated by their Dean. The board of the Centre for Academic Teaching decides on their final admission to the programme. Every other year a new course starts in June and runs until September of the following year. The sixteenth edition of the course starts in June 2021 and runs until September 2022.

5. Senior Fellow Programme

The Utrecht University Senior Fellow Programme aims to strengthen educational leadership within the University and to increase the number of professors with a special focus on education. The programme contributes to the visible appreciation for education and teaching and shows that a career in education is a real and attractive option. The programme also aims to promote innovation in teaching and learning and to increase the overall quality of education. Senior Fellows will play a key role in improving education at Utrecht University and are an inspiration to their colleagues. They are appointed at the Centre for Academic Teaching for two days a week: one day to be devoted to a project that involves leadership in strategic institutional curriculum and/or policy development, and one day to personal development and contribution to the Centre's teacher development activities. For the rest of their working time, Senior Fellows will remain active within teaching and research at their respective faculties. Active dissemination of findings and insights is an important component of the fellowship.

The duration of the fellowship is flexible, ranging from three to five years depending on the seniority of the candidate, to be reviewed by the nominating Dean. Successful completion of the programme will culminate in nomination for a position as full professor with a special emphasis on education. The programme is open to candidates who have completed the Educational Leadership Programme and hold the Senior Teaching Qualification (STQ) or have acquired equivalent competencies.

6. Programme for Directors of Education

Directors of Education at Utrecht University have a central position. They are responsible for the quality of education and assessment, accumulate educational innovation and ensure that education and assessment correspond both with the demands of international peers and with the principles of the Utrecht Educational Model. The Directors of Education operate in a complex field and have a programmatic (but no hierarchic) responsibility. On top of that, the educational task has to compete with other academic tasks like research and valorisation.

In this concise programme the (forthcoming) Directors of Education acquire the knowledge and skills they need to fulfil this responsibility effectively. The programme, which is offered as an addition to the Educational Leadership Programme, is coordinated by the Centre and consists of three meetings and a project for collegial exchange.

Intended learning outcomes

The forthcoming Directors of Education who have attended this programme:

- are familiar with the principles of the Utrecht Educational Model and able to apply them in their own educational domain;
- are aware of the task and authorities of Directors of Education at Utrecht University;
- possess the skills required for effective educational management;
- are familiar with the administrative context and procedures within the educational domain at Utrecht University;
- have exchanged knowledge and experiences with fellow Directors of Education;
- have paired up with a fellow Director of Education for exchange purposes.

7. 'Pedagogy in Education for Professionals' Masterclass

Teaching for professionals

Within the Lifelong Learning framework, Utrecht University aims to enhance its education for professionals. Teaching in post-academic settings requires staff to develop additional didactic skills and to find new ways of interacting with advanced students.

What does the masterclass bring?

The 'Pedagogy in Education for Professionals' Masterclass offers teaching staff a comprehensive pedagogical knowledge base and helps them to further develop their practical teaching skills. In a small-scale, interactive setting, participants further develop and enhance their skills set. After completing masterclass, participants are able to:

- use theory-based principles in designing education for professionals;
- connect supervision and learning activities to the characteristics and needs of professionals in post-academic education;
- develop design principles into practice-based teaching activities;
- apply and vary a range of relevant assessment techniques.

8. Honours Teaching Programme

This programme is aimed at the development of teachers in honours education. Participants can learn with and from each other by sharing knowledge and deepen their skills in honours teaching and by doing so, form a community of expert teachers with a vision on honours programmes within Utrecht University.

This programme is designed for teachers who are already involved in Utrecht University's honours programme and consists of three sessions. The following themes are dealt with during the programme:

- Who are talented students and what are their characteristics and desires?
- What teacher characteristics and competences match with honours teaching?
- What kind of educational design fits with honours teaching?

Besides these themes, the programme will be designed to match the specific learning needs of the participants, who will be expected to work on an intervention in their own honours programme. After completing this programme, participants are able to:

- make a substantiated choice for a specific approach in honours teaching based on state-of-the-art insights;
- design a small part of their honours teaching based on state-of-the-art insights;
- participate in a broad UU network of expert teachers sharing knowledge of and experiences with honours teaching.

9. Educational Research Training Programme for university teachers

Utrecht University encourages educational scholarship to enlarge the knowledge base in the area of academic teaching. Academics are stimulated to apply a research-informed approach in their teaching, combining disciplinary knowledge, practical knowledge and scientific knowledge to enhance student learning. This programme provides the participants with an overview of themes and research methods in educational sciences and train them to conduct and publish a discipline-related educational research project.

What does the programme bring?

After successfully completing the programme, participants:

- are able to read and interpret educational sciences literature;
- have knowledge and understanding of research designs and methods in educational sciences, including ethical issues;
- are able to design, conduct and publish a discipline-oriented educational research project in a higher education context;
- are able to disseminate the results of an educational research project.

II Continuous development

1. Short courses & training modules

Blended learning modules

Would you like to know what exactly UU means when it talks about blended learning, what tools you can use to support blended learning and how to redesign your existing courses to incorporate blended learning? Then take a Blended Learning module. Offered in both blended and online formats.

Developing Intercultural Competences for Academic Staff

Teaching a group of students with a diverse cultural and/or educational background, or having a meeting with a colleague from another part of Europe – these are typical examples of intercultural encounters. In order to feel more comfortable about and deal successfully with diversity in your educational practice, intercultural competences are indispensable.

Educational Consultancy & Professional Development

Educational Consultancy & Professional Development translates academic insights into the daily practice of teaching. It is part of the Faculty of Social and Behavioural Sciences.

Feedback instruments and reflection for teachers

On the website 'Teacher Professionalisation: Feedback Instruments and reflection' (in Dutch), you will find evaluation instruments for the most common forms of education within UU. You can download and use these instruments to gather feedback on your skills as a teacher or supervisor.

FSBS: Thesis supervision training

In the thesis supervision course, participants work on expanding their skills set in order to efficiently and effectively supervise different types of students (individually or in small groups) in a variety of contexts as they conduct their research for a Bachelor's or Master's thesis. This course is offered both in Dutch and in English.

Graduate School of Geosciences: courses for PhD candidates

The Graduate School of Geosciences offers courses and workshops for PhD candidates of the Graduate School of Geosciences.

2. Educate-it Academy

Educate-it is a University-wide programme supported by and supportive of teachers and students. It helps teachers enhance and future-proof their courses. The Educate-it Academy trains teachers both in how to use IT tools in practice and how to design or redesign courses to incorporate blended learning. Teachers have the following range of options to choose from:

- Blended and online modules. The modules are free and accessible to all teachers at UU, offered in blended format when possible and can be completed online at the student's own pace. The blended modules are followed by face-to-face sessions.
- Workshops. Educate-it regularly offers free and engaging workshops about the various teaching tools, introducing participants to a tool's functionality and its potential contribution to enhancing education. Whenever possible, the workshops follow a peer-to-peer model, with the teachers sharing their experiences and training their colleagues with assistance from content specialists.
- Summer and Winter Courses. Twice a year (at the conclusion of blocks 2 and 4) you can explore the possibilities of blended learning, create a new and functional course design incorporating blended learning and learn how to use an IT tool that will enhance your course.
- Didactic advisor interview. An opportunity to have an open-ended discussion about how your course(s) could be enhanced.

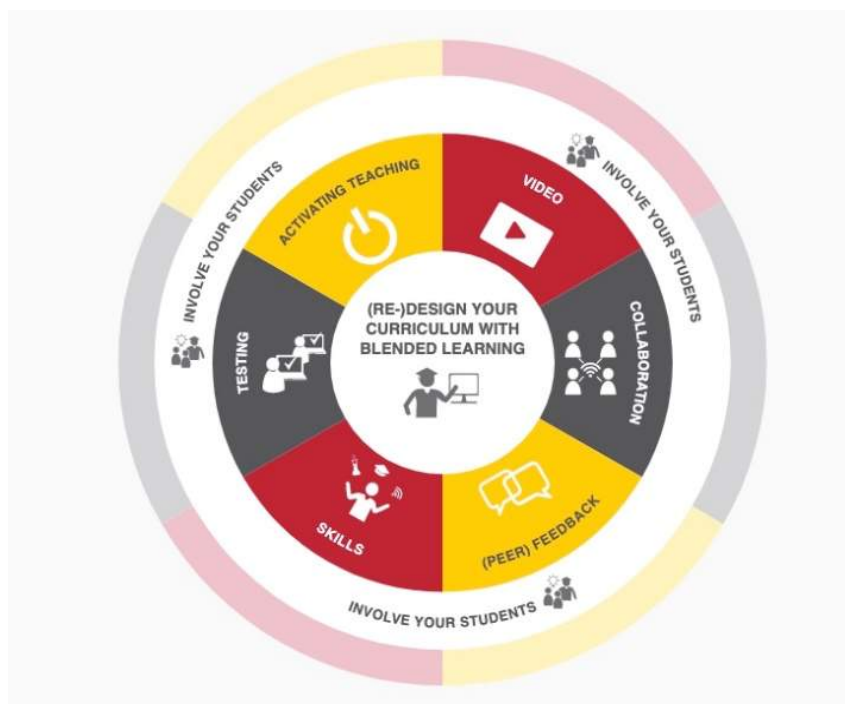
Also see:

<https://educate-it.uu.nl/en/academy/>

<https://educate-it.uu.nl/en/online-training-courses/>

<https://educate-it.uu.nl/en/workshops/>

<https://mastermind.uu.nl/info-in-english/>







3. Courses for higher education – Educational Consultancy & Professional Development

Professionals from all sectors of education can benefit from our expertise. We offer courses that are open to all and customised courses with a focus on your personal question or situation. We also offer support in the form of advice and research.

- Teaching in higher education
- Government and the business sector
- Academic skills for students

Science is our foundation. This means we always start from recent insights in educational, didactic and behavioural sciences.

4. Personal Development (Intranet)

 <p>Academic staff</p>	 <p>Support and administrative staff</p>	 <p>Lecturers</p>	 <p>PhD candidates</p>
<ul style="list-style-type: none"> English proficiency for academic staff ↗ Dutch language courses for international employees ↗ Developing Intercultural Competences for Academic staff ↗ Effective Coordination and Communication for Assistant Professors ↗ Coaching ↗ Research Funding Days: informative sessions, workshops and courses ↗ Check all offers for Academic staff here ↗ 	<ul style="list-style-type: none"> English language courses ↗ Dutch language courses for international employees ↗ Pioneer programme ↗ Intercultural Awareness for Support and Administrative staff (SAS / OBP) ↗ Time Management for SAS & Academic Staff ↗ Coaching ↗ Check all offers for Support and administrative staff here ↗ 	<ul style="list-style-type: none"> Basic & Senior Teaching Qualification ↗ Blended learning modules ↗ Training Developing Intercultural Competences for Academic staff ↗ Course for starting in education: 'Start to Teach' ↗ Check all offers for Lecturers here ↗ 	<ul style="list-style-type: none"> Start to Teach ↗ Career Services for PhDs ↗ PhACE ↗ Check all offers for PhD candidates here ↗
<p>MORE ></p>	<p>MORE ></p>	<p>MORE ></p>	<p>MORE ></p>



5. Community offer – Teacher Community TAUU

<https://tauu.uu.nl/>

6. Peer Observation Scheme for Teachers

Lecturing is quite an individual job: what happens in the classroom, stays in the classroom. To improve your teaching, you could do a training course or ask for educational advice. Or you could ask a fellow teacher to perform classroom observations of your teaching practice, for example with the help of the Centre's new Peer Tutoring Scheme. In the Peer Observation Scheme, two teachers observe each other's teaching practice. As such, the scheme enable teachers to learn from both observing and being observed. The participants will be guided on the subject of observing as well as on how to handle the feedback received. Feedback, discussion and reflection combine to improve student learning. The scheme is intended for all teachers, both beginners and more experienced professionals.

Appendix 3. The Central Support organisation

Staff members (academic & non-academic)

dd 1 September 2020

GOVERNANCE

Management Team

Prof. Manon Kluijtmans PhD, academic director (0.4 FTE)

Mirjam Bok MSc, Managing Director (1.0 FTE)

Mabelle Hernández MA, innovation manager and programme manager for Educate-it (1.0 FTE)

Board of the Centre for Academic Teaching (unpaid positions, except chair)

Prof. Wieger Bakker PhD (chair, 0,035 FTE) (Faculty of Law, Economics and Governance)

Prof. Hans de Bresser PhD (faculty of Geosciences)

Prof. James Kennedy PhD (University College Utrecht)

Prof. Wim Kremer PhD (Faculty of Veterinary Medicine)

Prof. Susan te Pas PhD (Faculty of Social and Behavioural Sciences)

Prof. Toine Pieters PhD (Faculty of Sciences & Head of Freudenthal Institute)

Prof. Ted Sanders PhD (Faculty of Humanities)

Prof. Marieke van der Schaaf PhD (Faculty of Medicine)

Prof. Jan van Tartwijk PhD (Head of the Department of Education and Pedagogy, Faculty of Social and Behavioural Sciences)

Affiliated board members

Management Team of the Centre for Academic Teaching (see above)

Renee Filius PhD (Student and Academic Affairs Office)

ACADEMIC STAFF

Academic staff secondments

Prof. Manon Kluijtmans, PhD Academic director (0.4 FTE, see also Governance)

Prof. Wieger Bakker, PhD Dean for Lifelong Learning and Continuing Education (0.4 FTE) & Chair of the board (0.035 FTE, see also above)

Prof. Paul Adriaanse, PhD Project – Lifelong Learning & Continuing Education: Knowledge sharing & professionalisation (0.2 FTE, as from 1 September 2020)

Esther van Dijk, MSc (2019) PhD Fellow, project 'Development of university teachers' (1.0 FTE)

Board (see governance, above)

Senior Fellows of the Centre for Academic Teaching (0.4 FTE each)

	<i>Faculty</i>	<i>Project</i>
Vincent Crone, PhD (2018)	Humanities	Successful interdisciplinary, international, intercultural and blended education through teacher development
Gönül Dilaver, PhD (2019)	Medicine	Inclusive education – diversity & inclusion beyond the numbers
Theo van Haften, PhD (2020)	Veterinary Medicine	Programmatic assessment in undergraduate curricula: a powerful method to promote self-directed learning

Mariëtte van den Hoven, PhD (2019)	Humanities	Stimulating education in research integrity: reflecting on responsible conduct in research
Jeroen Janssen, PhD (2020)	Social and Behavioural Sciences	Supporting First-Generation Students Before the Start of their Studies
Christel Lutz, PhD (2017)	UCU	Teacher and curriculum development
Irma Meijerman, PhD (2018)	Science	Using Scholarship of Teaching and Learning (SoTL) to improve teaching effectiveness
Karin Rebel, PhD (2019)	Geosciences	Education of the Future: Inter-University collaboration (Wageningen-Eindhoven)
Annet van Royen, MD PhD (2020)	Medicine	Interdisciplinary Challenge-based Education on Healthcare Topics
Veronique Schutjens, PhD (2018)	Geosciences	XChange: from international experiences to employability skills
Bald de Vries, PhD (2020)	Law, Economics and Governance	Elective Space: Free but by Design

Principal Fellows of the Centre for Academic Teaching (unpaid positions)

Niels Bovenschen, PhD - Faculty of Medicine

Prof. Maarten van der Smagt, PhD - Faculty of Social and Behavioural Sciences

Prof. Leoniek Wijngaards, PhD - Faculty of Social and Behavioural Sciences

TAUU Board members (currently unpaid positions, until 1 October 2020)

Jaap Bos PhD - Faculty of Social and Behavioural Sciences)

Deborah Cole PhD - Faculty of Humanities

Vincent Crone PhD - Faculty of Humanities

Geert Ramakers PhD - Faculty of Medicine

Jet van der Zijden PhD - Faculty of Science

TAUU Council members (40h p/y p/p, from 1 October 2020)

Sanne Frequin MA - Faculty of Humanities

Adrien Melquiond, PhD - Faculty of Science

Lorena de Vita, PhD - Faculty of Humanities

Marij Swinkels MA - Faculty of Law, Economics and Governance

Jocelyne Ballantyne, PhD - Faculty of Humanities

Stef Dingemans MSc MA - Faculty of Geosciences

SUPPORT STAFF

Support Office (6.0 FTE)

Teacher support activities and strategic network support (5.4 FTE)

Mirjam Bok MSc, managing director (1.0 FTE)

Rik Vangangelt MA, coordinator (1.0 FTE)

Marianne Bruins MA, communication advisor (0.8 FTE)

Anne Geesink BA, project manager Educational Database CAT (0.6 FTE)

Sarah Gresnigt MA, event manager (0.8 FTE, temp. replaced by Zora van Harten Sept-Dec 2020)

Leonie Kroes-Wichers MSc, project assistant (0.4 FTE)

Heleen Wammes MA, temporary secretary (0.8 FTE)

Teachers Community TAUU support (0,6 FTE)

Leonie Kroes-Wichers MSc, project manager (0.2 FTE)

Severina Grotenhuis, project manager (0.4 FTE)

Educate-it Programme (17.8 FTE)

Mabelle Hernández, innovation manager (1.0 FTE)

Support and Communication (2.4 FTE)

Peggy Schreven, secretary (0.8 FTE)

Daphne van Roosmalen, communication advisor (0.6 FTE)

Mirjam van de Kraats, communication advisor/social media (1.0 FTE)

Educational Advisors/project leaders (8.4 FTE)

Geertje Agricola, senior educational advisor (0.6 FTE)

Emma Bosman, project leader for Game Based Learning/AVR, escape room coordinator (0.7 FTE)

Nanette Verhulst, senior educational advisor, flexibilisation (0.6 FTE)

Alex Lodder, project leader DLO (1.0 FTE)

Vacancy, project leader for programmatic assessment (0.8 FTE)

Annet van der Riet, Academy project leader (0.8 FTE)

Maryse Leloup, educational advisor for sustainability (0.5 FTE)

Gerdine Slot, e-assessment project leader (0.8 FTE)

Matthias van Veen, project leader for online Proctoring (0.8 FTE)

Mirne van der Cammen, project leader for virtual exchange, teaching support coordinator (0.8 FTE)

Irene Geurts, Academy educational advisor (0.2 FTE)

Aleid de Jong, project leader for EduBadges, MOOC's & Student Involvement (0.8 FTE)

Key users and grass-roots innovation coordinator (3.1 FTE)

Ruben van Riel, key-user e-assessment (0.5 FTE)

Lana Hoekstra, key-user innovation tools (0.8 FTE)

Davitze Könning, key-user innovation tools (0.8 FTE)

Daan Fraanje, innovation process coordinator (1.0 FTE)

Future Learning Spaces (1.2 FTE)

Jasper van Winden, project manager for Future Learning Spaces (0.5 FTE)

Len Dijkstra, project assistant for Future Learning Spaces (budget AV/IT)

Laurien Jansen, educational advisor for academy and Future Learning Spaces coordinator (0.8 FTE)

(inter)national strategic networks (1.1 FTE)

Jan Haarhuis, programme manager for (inter)national strategic networks (0.5 FTE)

Sanne van Vught, project coordinator, CHARM work package leader (0.2 FTE)

Dimitra Mousa, Challenges project coordinator (0.4 FTE)

Research and Quality (0.1 FTE)

Femke Kirschner, project leader for Research and Quality (budget O&T)

Iris Boer, student assistant (0.1 FTE)

Practical Support – Teaching Support (1.5 FTE)

Student assistants (1.5 FTE)

Continuing Education Programme (5.05 FTE)

Prof. Wieger Bakker: Dean Lifelong Learning & Continuing Education (0.4 FTE)
Paul Adriaanse: 0.2 FTE for knowledge sharing and professionalisation , as of 1 September 2020

Continuing Education Support Office

Eline den Boer MA, programme manager (0.75 FTE)
Floor Hofhuis MA, coordinator, project leader (0.8 FTE)
Sabine van der Lugt, communication (0.5 FTE) (secondment)
Margreet Molenkamp (0.6 FTE) (marketing, financed by DCM)
Marta Piatkowska, secretary (0.8 FTE)
Naomi Jorritsma, assistant (0.8 FTE)
Astrid Teunissen, quality assurance (0.2 FTE)

Educational Consultancy & Professional Development - Faculty of Social and Behavioural Sciences

Educational consultant/trainers (24.7 FTE)

Beek, Marlies van MSc (0.8)
Berge, Hanne ten MSc (0.8)
Boer, Miriam de PhD (0.7)
Brasileiro, Ivana PhD (0.8)
Broekhuizen, Martine PhD (0.9)
Cremer, Marjolein PhD (1.0)
Corbalan, Gemma PhD (0.8)
Grint, Liesbeth v.d. MSc (0.8)
Grunefeld, Hetty PhD (0.8)
Hagemeyer, Rouven PhD (1.0)
Hegeman, Jessica PhD (0.6)
Jonker, Vincent MSc (0.5)
Jong, Riekje de MSc (0.2)
Kirschner, Femke PhD (0.6)
Kool, Ada PhD (0.5)
Lam, Ineke PhD (0.5)
Lankveld, Thea van, PhD (0.35)
Look, Karin van MSc (1.0)
Markenhof, Angela LLM (0.6)
Oomen, Claudy PhD (0.8)
Ouwehand, Carolijn PhD (0.6)
Prins, Frans PhD (0.5)
Raaijmakers, Steven PhD (1.0)
Scager, Karin, PhD (0.8)
Schellekens, Lonneke MSc (0.9)
Schot, Willemijn PhD (0.8)
Schreurs, Sanne PhD (0.8)
Slot, Esther PhD (0.8)
Smit, Karin PhD (0.7)
Tilborg, Arjan van PhD (0.9)
Michiel, Veldhuis PhD (0.2)
Veenhoven, Joris PhD (0.6)
Wijers, Monica MSc (0.4)
Wijsman, Lindy PhD (0.9)
Zijderveld, Elma MSc (0.8)

Management team (2.4 FTE)

Prins, Frans PhD - scientific director (0.5)
Verberk, Desiree MSc - managing director (1.0)
Kool, Ada, PhD - consultants/trainers manager (0.3)
Lam, Ineke PhD - consultants/trainers manager (0.3)
Smit, Karin PhD - consultants/trainers manager (0.3)

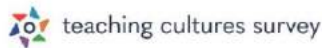
Support staff (5.9 FTE)

Donkersloot, Thomas - department manager/controller (0.8)
Maassen, Veronica - secretary (0.8)
Klip, van der, Femke - secretary (0.7)
Kwint, Karin - secretary (0.7)
Willems, Nienke - secretary (0.5)
Lennaerts, Elly - administrator (0.5)
Roo, Ellen MA - communication officer (0.6)
Gerrits, Sander - research and education assistant (0.4)
Doorn, van, Erica - IT Engineer (0.28)
Hartemink, Janneke - project coordinator (0.65)

Appendix 4. Centre for Academic Teaching - Financial overview 2017-2019

	2017	2018	2019
Activities & teacher development courses and programmes			
Educational Leadership, Directors of Education, Honours Teaching, Start to Teach	200,000	200,000	200,000
Annual T&L-conference (Education Day, Onderwijsparade), 24h meeting directors of education	45,000	45,000	45,000
<i>Subtotal</i>	<i>245,000</i>	<i>245,000</i>	<i>245,000</i>
Grants & awards			
Senior Fellows (0.4 FTE per SF + personal budget €10,000)	140,000	317,000	352,000
Educational Resources Pool (EMP)	828,000	828,000	828,000
Utrecht Educational Incentive Fund – allocated to interuniversity projects	1,000,000	1,000,000	1,000,000
Utrecht Educational Incentive Fund – allocated to the faculties (small-scale projects)	1,000,000	1,000,000	1,000,000
Teacher Talent Award (€3,000) & Outstanding Teacher Award (€5,000)	10,000	14,000	14,000
<i>Subtotal</i>	<i>2,978,000</i>	<i>3,159,000</i>	<i>3,194,000</i>
Educate-it Programme			
Management, communication, material budget	400,000	425,000	515,000
Innovation (incl. staff)	575,000	663,000	453,000
E-lectures, E-assessment, Learning Spaces, MOOCs (incl. staff)	700,000	465,000	536,000
Quality & Research	80,000	95,000	80,000
Academic Development (Academy) (incl. staff)	152,000	163,000	158,000
Staff Support Desk	285,000	302,000	325,000
<i>Subtotal</i>	<i>2,192,000</i>	<i>2,113,000</i>	<i>2,067,000</i>
Continuing Education Programme			
Programme management, organisation, communication, online learning platform	260,000	135,000	115,000
Expertise	140,000	140,000	70,000
Pilots	140,000	140,000	100,000
Teacher development	15,000	15,000	15,000
Material budget	25,000	15,000	5,000
<i>Subtotal</i>	<i>580,000</i>	<i>445,000</i>	<i>305,000</i>
Centre organisation			
Academic staff and support staff	115,000	335,000	373,000
Teaching Academy Utrecht University (TAUU) support	52,000	52,000	52,000
Higher Education Research focus area support (started in 2019)			20,000
Material budget	10,000	25,000	25,000
<i>Subtotal</i>	<i>177,000</i>	<i>412,000</i>	<i>470,000</i>
Investment in experimental learning environment			
Teaching & Learning Lab	16,700	50,000	50,000
Total	6,188,700	6,424,000	6,331,000

Appendix 5: Summary Teaching Cultures Survey Stage A Findings (2019) Utrecht University, March 2020



Summary of key findings

Utrecht University is one of 21 universities participating in the 2019 Teaching Cultures Survey (TCS 2019) to date. Over 1200 members of its academic community took part in the survey, ranging in seniority from PhD students to senior university management. The response rate (23%) is lower than the TCS 2019 institutional average (32%).

Survey participants were positive about Utrecht University's support for university teaching:

- two thirds (66%) reported that the university *"provides a supportive learning environment with opportunities to develop and improve my teaching practice"* (all TCS 2019 institutions: 55%);
- over half (61%) reported that they were able to access mentoring support for university teaching (all TCS 2019 institutions: 52%).

The survey pointed to opportunities to enhance the status and role of university teaching in key institutional processes at Utrecht University:

- a third (35%) of participants indicated that their achievements, goals and ambitions in university teaching were explored in depth in their most recent annual appraisal;
- a majority (57%) agreed or strongly agreed with the statement: *"Roles focused on university teaching are career-limiting at my institution"*, while only a fifth (21%) agreed or strongly agreed with the statement: *"Time spent on university teaching has a positive impact on the career progression of academics at my institution"* (all TCS 2019 institutions: 25%);
- a minority perceived that senior managers were 'very committed' to rewarding excellence in university teaching; departmental leaders were more likely to be regarded as 'very committed' (21%) than Faculty leaders (13%) and university leaders (15%).

The survey indicated considerable academic support for enhancing the status and role of university teaching, with particularly strong support among senior academics and leaders:

- while only a fifth (20%) of participants considered university teaching to be currently 'very important' in promotion to full Professor at the university, two thirds (66%) would like it to be 'very important';
- amongst deans and associate deans, the proportion who would like university teaching to be 'very important' rises to 93%;
- while only a minority (28%) anticipated that the priority given to university teaching in academic promotion at the university would increase in the next five years, the majority (64%) would like to see such an increase;
- university leaders were more likely to anticipate an increase in the priority given to university teaching (61%) than early career or mid career academics (25%).

These findings suggest that, while the academic community at Utrecht University are positive about the environment for university teaching, they would like to see greater recognition of university teaching within the academic career (in appraisal and promotion). They would also welcome evidence of stronger commitment to rewarding teaching from departmental leaders and – in particular – from Faculty and university leaders.

Appendix 6: Summary of SWOT input sessions June 2020

In June 2020, four dedicated input sessions were organised to provide input for the Centre's self-evaluation. A total of 33 persons participated: five board members, six senior fellows, two teaching staff, five staff of CAT-partners, five policy officers, five students and, five CAT support staff.

	Strengths	Weaknesses	Opportunities	Threats
<i>Mission, vision, strategy</i>	<ul style="list-style-type: none"> - UU / CAT / Educate-it play a leading role within and outside the Netherlands - Dynamic leadership - Room for new initiatives - Sense of community 	<ul style="list-style-type: none"> - Focus is too internal, within UU 	<ul style="list-style-type: none"> - Further reinforcement of the Centre's profile, choose specific strategic themes (such as teacher development and recognition of education) - Contribute to University strategy - Take a prominent role in the Recognition & Reward movement within and outside UU - Connect innovation of education with research 	
<i>Organisation</i>	<ul style="list-style-type: none"> - As a network organisation, the Centre is favourably positioned between the Executive Board and the faculties. Growing embeddedness in faculties - Establishment of a network that continues to forge connections between experts; strong partners with complementing expertise - CAT bundles broad expertise within UU and makes it available 	<ul style="list-style-type: none"> - Lack of clarity about division of roles between the Centre and partners such as Educate-it, TAUU and O&T - Complex and unclear relations and cooperation with partners - Role of SO&O is unclear - Embedding in University's management structure - City-centre campus is not connected - Centre's Support Office is small in proportion to the CAT network 	<ul style="list-style-type: none"> - Development of a central window so that teachers do not have to search for support - Clarify relations with Educate-it, O&T and other partners - Reinforce network function - Make better use of fellowships - Reinforce connections with partners within and outside UU (also internationally) 	<ul style="list-style-type: none"> - Too much central management - No level playing field for centres of Teaching and Learning, nationally and internationally - Distance between the Centre and teaching staff - Work pressure and lack of time among teaching staff - Tension between what teaching staff need and what UU wants

				- Not enough involvement of researchers
<i>Support Office</i>	<ul style="list-style-type: none"> - Inspiring, committed and stable support team - Team quickly adapts to changing circumstances while maintaining the quality of its work - Capacity to organise events (Education Day, Strengthen-Your-Education Week) 			
<i>Offer</i>		<ul style="list-style-type: none"> - Fragmentation and lack of cohesion in range of activities - Risk of following hypes instead of evidence- informed activities - Too many activities, risk of competition - Too much focus on didactics instead of on broader support 	<ul style="list-style-type: none"> - Facilitate better use of available expertise within UU, for instance regarding online teaching and redesign of courses - Market ranger of activities & support to partners (WUR, TUE, HU) and other target groups (such as professionals) - Facilitate lifelong learning - Promote and support SoTL and DBER 	- Insufficient budget to implement support for SoTL and DBER
<i>Communication / visibility</i>	-	- Visibility among teaching staff remains limited	<ul style="list-style-type: none"> - Involvement of a larger population of (junior) teaching staff - Better communication of the Centre's role and activities 	

Appendix 7: English summary annual reports CAT

SUMMARY OF 2019 ANNUAL REPORT

The Centre for Academic Teaching was launched in September 2017 as a network of partners and programmes with a common goal of contributing to the development of teachers and education. The ultimate goal is to provide an optimal learning environment for our students. In 2019 we reported on the first eighteen months of the Centre for Academic Teaching, in which existing initiatives were embedded in the new organisation and numerous new activities were developed that attracted a growing number of academics to the Centre's network of partners and programmes, including Special Interest Groups (SIGs), the first Utrecht Scholarship of Teaching & Learning Conference (USoTL) and the newly established network of professors with a focus on (research of) education within Utrecht University.

Last year, again several new initiatives were launched:

- the Strengthen-Your-Education Week, a week full of workshops, lectures and webinars, in which teachers are inspired and/or work on deepening and strengthening their teaching, jointly organised by all of the Centre's partners. This initiative takes place twice a year, at the end of the first and second semester respectively. During the first edition in July 2019, there were a total of 235 registrations.
- At the request of many teachers, the Centre for Academic Teaching has also launched the Educational Database, a digital platform for finding and sharing results and knowledge from various educational innovation projects. The platform also helps teachers find educational knowledge to develop and innovate their teaching.
- Three new initiatives have been added to the range of courses on offer: Didactics for Education for Professionals, the Peer Observation Scheme for university teachers and the Educational Research Training Programme for university teachers. The last two were launched in 2020, on which we will report next year. In addition, a new course in interdisciplinary education is currently being developed.
- Small-scale SoTL grants have been created: a new scholarship scheme that supports teachers with grants of up to €5,000 to carry out systematic research into their own educational practice.
- The Visiting Scholars Programme has been launched: the possibility for academics from other (foreign) universities to stay at the Centre for Academic Teaching for a period of time in order to collaborate in the field of research into education.

For the next two years, the board of the Centre has set out the following lines of action:

- expand the existing network: we want to expand and strengthen the network with academics who develop further after obtaining their UTQ;
- involve academics' supervisors and faculty Deans more explicitly as a target group;
- develop parameters for 'good education';
- take a prominent role, based on the Centre's expertise, in the debate on the future of higher education.

An external review of the Centre will be conducted at the end of 2020, for which a self-evaluation is currently being prepared. An internationally constituted committee will be asked to carry out a development-oriented evaluation of the Centre.

SUMMARY OF THE 2018 ANNUAL REPORT (including ep-dec 2017)

One of the actions in the Strategic Plan for 2016-2020 is further investment in the professionalisation of teachers and in the appreciation of education and teaching. Part of this is the creation of a University Centre for Academic Teaching, in which various existing initiatives and trajectories in the field of educational development and teaching professionalisation are brought together. The Executive Board has appointed Prof. Manon Kluijtmans as quartermaster as of 1 October 2016. After discussions with all Deans, Vice Deans of education and faculty directors and with relevant partners and programmes such as Educate-it, the Department of Education Advice and Training (R&T) of the Faculty of Social Sciences, the Teaching & Learning Lab, the Teaching Academy Utrecht University (TAUU) and with Directors of Education, teachers and students, she advised the Executive Board to set up a new University Centre with a solid connection to the faculties by establishing a board with representatives from the faculties that advises the Centre's Academic Director. The board consists of a mix of Vice Deans of education and key individuals in educational innovation and teaching professionalisation within the UU.

These plans were discussed with the University Council in June and October 2017, with the Council still having a number of questions, including whether the extra investments will actually generate added value, for example by reaching more teachers. The Executive Board assured the University Council an interim report in 2018, which was sent to the UC in June 2018, and an evaluation in early 2019. The board of the Centre for Academic Teaching intends to have an extensive evaluation/audit carried out by national and international experts after three years. At the moment, an audit is not yet considered meaningful, as many initiatives are still in the start-up phase. Nevertheless, a lot has already been done and achieved since the Centre was founded one and a half years ago, which is reported in this paper.

The Centre for Academic Teaching started on 1 September 2017. CAT has a physical location in the University Library with a Support Office. Over the past year, considerable investments were made in improving the visibility and findability of all partners and programmes that focus on teaching professionalisation and educational innovation, for instance by setting up a new website (www.uu.nl/cat) and a newsletter, organising activities, connecting partners and programmes and strengthening national and international cooperation.

Teaching professionalisation plays a central role in the quality agreements with the government, which are funded by 'studievoorschotmiddelen', a national fund that the government set up to compensate for the termination of student scholarships. Various faculties invest these resources in broadening permanent staff positions so that teachers also have time to develop further in their teaching role. The Centre will play an important role in supporting teachers in this in the coming years. In addition, further efforts will be made to facilitate teachers in exchanging knowledge and experiences so as to avoid them having to reinvent the wheel everywhere. In this way, the CAT wants to contribute to reducing teachers' workloads. Finally, considerable investments will be made in supporting instructors to work in a research-based manner in educational improvement and innovation. The Centre's strong connections with educational research at the Department of Education of the Faculty of Social Sciences and the UMCU's Centre of Expertise for Education and Training contribute to a further quality impulse for education.

Upon the Centre's foundation, several objectives for the next two years were formulated. By September 2019:

- the Centre's training offer is appreciated and experienced as complementary to the faculty offer;
- the Centre fulfils a platform function for teachers;
- the Centre acts as a portal where teachers can find information;

- the Centre is widely known within the UU, and eventually also elsewhere in the Netherlands and abroad.

In view of these objectives, over the past eighteen months a systematic record has been kept of how many teachers have participated in the activities and how those activities are appreciated. For the coming year, the Centre has set itself the goal of continuing to connect the partners, as well as to further increase awareness and visibility within the faculties, among other things by means of a Centre-on-Tour to all faculties, parallel to existing activities such as faculty teaching days.

Appendix 8. Three infographics on Educate-it
See more infographics on <https://educate-it.uu.nl/resultaten/>

Infographic for the Educate-it programme - February 2020



Utrecht University

February 2020

Strengthen your education with Educate-it

Educate-it is the university-wide educational innovation programme for and by teachers and students, in cooperation with SO&O, ITS, CAT, O&T, UBU, USBO, FSC, H&S, faculties, etc.

LECTURER PROFESSIONALISATION COURSES

SUPPORT UTILISED

Total: 3,024

- 1,059 Practical support
- 2,165 Online training courses
- Workshop: Strengthen your education with blended learning (>30)
- 41x Workshops assessment
- 207 Escape Room
- Customised/didactic support (>950)

TOOLS UTILISED DURING THESE MONTHS

Total: 1,097

- 62x Workshops
- 20x Winter and summer course (yoga)
- 9x Lunch bite
- 9x Interactive webinars
- 101 Meet the expert
- 567 Open studio
- 348
- 51

UTILISED IN EDUCATION

Total: 3,104

- 1,132 Activating education
- 114 Skills
- 475 Peer/feedback
- 530 Knowledge clips
- 22 Collaboration
- 831 Digital assessment

DIGITAL ASSESSMENTS

Digital assessments

Number of students

Number of assessments

Percentage of digital assessments

Academic year

- 2015/2016: 19%
- 2016/2017: 31%
- 2017/2018: 44%
- 2018/2019: 57%
- 2019/2020: 64%

Number of students taking digital assessments per faculty

Academic year

- 2015/2016
- 2016/2017
- 2017/2018
- 2018/2019
- 2019/2020

KNOWLEDGE CLIPS

External location rental

Academic year

- 2016/2017: 25%
- 2017/2018: 18%
- 2018/2019: 23%
- 2019/2020: 30%

Recorded and re-used knowledge clips

Recorded: 371

Re-used: 1,361

79%

Total 1,732

Of the 1,732 knowledge clips used in education during 2019/2020 (6 months), 1,361 were clips re-used from previous years.

Number of Chromebooks: 1,800

STUDENT INVOLVEMENT

Students

- brainstorming**
 - Education innovation
 - UU Thinkzoo
 - Collaboration
 - U Council student representatives
- are involved**
 - Internships and theses
 - Educate-it desk assistance
 - Assessment supervisors
- provide information**
 - Modules
 - Preparatory videos
 - Events (open days and OIT)
- activating**
 - Co-creation
 - Students and teachers co-create curriculum together

RESEARCH

All education innovations are evaluated for their added value for the quality of education:

educate-it.uu.nl/en/afgerond-onderzoek

educate-it.uu.nl/en/results

(Infographic September 2019)

COMMUNICATION

EDUCATE-IT WEBSITE since Sept. 2017

- Unique users: **40,117**
- Number of sessions: **80,796**
- Page views: **230,294**

Tweets: 740

Followers: 510

Promotional videos and animations: 139

Number of views on YouTube: 24,873

COMMUNICATION CAMPAIGNS

- Annual campaign: 1
- Monthly theme campaigns: 10

INNOVATION

Experiments in education with:

- Challenge based learning
- Virtual classroom
- Hybrid classroom
- Sustainability game
- LLI-platform
- Evolve-it
- CHARM-EU
- Programmatic assessment

ONLINE EDUCATION

SPOC

Small Private Online Course

41 courses for academic education

22 Assisted by Educate-it

10 Currently active

2 SPOC's

- online course
- limited group of students
- emphasis on interactive online education

MOOC

Massive Open Online Course

2,235 completed everything

7 MOOC's

1,364 active participants

70,236 participants

Average rating: 4.7

Educate-it team for didactic and practical support

Faculty Educate-it programmes led by:

SCIENCE
Jasper van Winden

DGK
Benedikte Sam

FSW
Chris Phielix

GEO
Claudia Heres

GNK
Willelmo

GW
Yvonne de Jong

REBO
Caro Blikendaal

UCU
Sabine Uijl

Need support? Then make an appointment and we'll come to you:

☎ 030 - 253 2197

✉ www.uu.nl/educate-it/contact

Come by our Info desk:

University Library - Uithof - 2nd floor
Monday to Friday 08:30 - 17:00

University Library - City Centre - Central foyer
Tuesday and Thursday 09:00 - 17:00



Strengthen your education with Educate-it

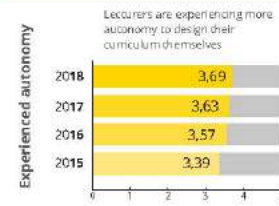
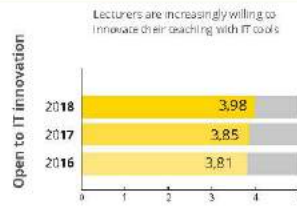
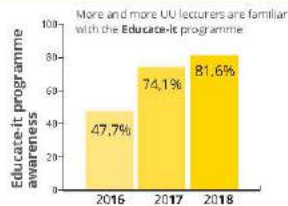
September 2019

Educate-it is the university-wide teaching innovation programme for and by lecturers and students, in cooperation with SO&O, ITS, O&T, UBU, USBO, FSC, H&S, faculties, etc. Educate-it is a partner of CAT

Research educational innovations and effect on education quality

Educate-it constantly studies the effect of educational innovation (using technology) to encourage lecturers to use the evidence gained to innovate in their teaching methods*

Longitudinal study of change acceptance among UU lecturers

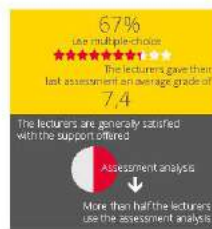


Research among UU lecturers and students into effect of educational innovation through ...

Digital assessment

Reasons lecturers choose to use digital assessment with Remindo (2018, N=81)

- Simplify grading
- Reduce work load
- Digital assessment possibilities
- Try something new

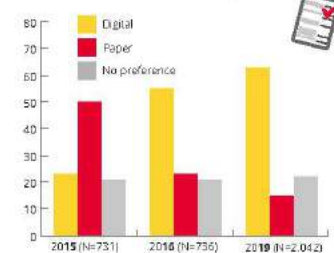


- 83% use open questions. Reason: meets learning objective (72%)
- Lecturers use the analysis function to improve the questions and the assessment, rather than for 'ease in determining results' and 'saving time in analysing answers'

Lecturers consciously work on the quality of the assessments

Insight into the quality of (digital) tests in Journal Examiners, 15(3), 27 – 32. Lindenburg, S., Vongangelt, R., & Corbalan, G. (2018).

Student assessment preferences

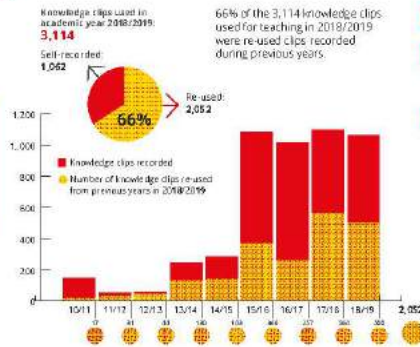


Knowledge clips

Use knowledge clips in curriculum (N=495)

40% UU lecturers use knowledge clips in their courses curricula
50% of their courses curricula
68% of lecturers do not use knowledge clips (Remindo) - too slow - time too tight/other activities

What effect do knowledge clips have? Journal Onderwijsinnovatie Johan van Strien, Femke Kirschner, Liesbeth van de Grint (2019).



- Knowledge clips replace some lectures
- Re-use of knowledge clips continues to increase
- Time freed up through re-use spent on student contact

Using knowledge clips has the potential to increase learning results

Effect of teaching tools on education quality (N>3,900)

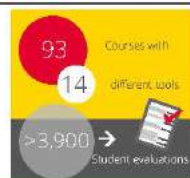
To realise this (educational) goal:	The use of this education tool contributes most to:
Perceived learning	Knowledge clips
Motivation (students)	Voting tools
Interaction	(Peer)feedbacktools

Manuscript submitted for publication

Teaching tools

Reasons to use teaching tools

- Activate and motivate students
- Convenience
- Reduce work load and work more efficiently



Case studies using CIMO method

Context



Educational innovation leads to:

- Wider availability of the teaching material (for MOOCs and SPOCs, for example)
- Enhanced lecturer precision (check for accuracy)
- Greater reliability in the assessment grading procedure
- Teaching and assessments more attuned to the learning objectives, and a deeper understanding during lectures
- Increased learning results
- More interaction lecturer – student – learning
- Improved quality of education
- Lecturer personal development. Contributes to work satisfaction and new challenges
- Reduce lecturers' work load, once the innovative teaching materials have been developed
- Increases student motivation, activation, and satisfaction during the course

* This infographic provides a general overview of the results, not a complete depiction of specific results of individual studies. For a complete overview of Educate-it research, please visit: educate-it.uu.nl/en/project-kwaliteit-en-onderzoek/



Universiteit Utrecht

Innoveer je onderwijs met Educate-it

Augustus 2016

Educate-it is een onderwijsinnovatieprogramma voor en door docenten i.s.m. O&O, ITS, COLUU, UBU, USBO, FSC, H&S, faculteiten e.a.

Docentprofessionalisering

Inspireren en motiveren docenten door aanbod van:

- Sommerscholen: 1
- Blended learning modules: > 300 deelnemers
- Workshops: 9
- Testimonials: 16
- Aanbod: 1
- Kenmerkplatform Website Educatie-it: 1
- Uitleg over blended learning modules docenten: 1

"Beste cursus qua organisatie en inhoud die ik tot nu toe bij de UU gevolgd heb" - **Sommerscholen GVV/REBO: Eliane Fankhauser**, promovendus/docent en lid Universiteitsraad

Website

Website Educate-it = bundeling van kennis & informatie op handzaam kennisplatform

Totaal

2.806 Unique visitors

21.669 Page views

4.186 Visits

Gemiddeld webbezoek: 5 pagina's en >2 minuten

Kwaliteit en onderzoek

Alle onderwijsinnovaties worden onderzocht op de meerwaarde voor het onderwijs

Evidence based onderwijsinnovatie

- Netwerk hoogleraren
- Vragenlijst langdurend onderzoek naar verblijfsverzuim (n=275)
- Kwaliteitsonderzoek programma
- Schrijven van onderzoeksartikelen
- Onderzoek PhD studenten naar programma Educate-it
- Subscripties op onderzoekstage
- Student evaluatie

Evaluatieonderzoek Educate-it: 85% wil IT-innovaties inzetten om contactonderwijs te versterken

E-lectures

3 DIY-studio's in UCU, UBU en GVV/REBO

Coming soon (november 2016): Teaching & Learning Lab Beta

Aantal opgenomen kennisclips

"Kennisclips bekijken hangt significant samen met hogere cijfers" - **Sebastiaan Steenman**, docent REBO

Aantal opgenomen hoorcolleges

E-assessment

24.000 toetsafnames Van 300 naar 680 Chromebooks

Al gepland: 115 toetsen

Wouter Ernst: *"Wekelijks formatief toetsen bij REBO in cursus met 900 studenten"*
Resultaat:
 - bevordert studiedeugd
 - beter voorbereid & meer interactie in FZJ-onderwijs

"Door digitaal toetsen is het 'ontcijferen' van handschriften verleden tijd" - **Angela Kok-van Meer**, docent REBO

Behoeftte aan ondersteuning?
 Maak een afspraak dan komen we langs:

030-253 2197
 www.uu.nl/educate-it/contact

Bij ons langskomen kan ook:
 Infobalie: maandag t/m vrijdag 8.30-17.00 uur
 UB Uithof 2e verdieping

Innovatie

3.800 docenten en studenten hebben onderwijsinnovatietools in het onderwijs toegepast

46 projecten gestart

> 3.800 docenten en studenten

Voting, E-modules, Communicatie, Feedback en interactie

"Grotere betrokkenheid studenten bij staff college, meer interactie en dynamiek in de groep en breed en snel inzicht in begrip en kennis van studenten" - **Bouke van Gorp**, docent GEO en **Dorien Nieuwenhuijsen**, docent GW

MOOCs

MOOC 'Clinical Epidemiology' gereed

894 deelnemers, 28 uren afgeleid, 35 uren interactie

Gemiddelde waardering: 5.731 deelnemers

4 MOOCs in ontwikkeling

Educate-it team voor praktische en didactische ondersteuning

Educate-it bij faculteiten

- FSW: Chris Phielix
- GNK: Wilke Hob
- REBO: Carel Bekendaal
- BETA: Jasper van Winden
- GEO: Claudia Heres
- DGK: Benedikte Sam
- UCU: Michiel Rutgers
- GW: Yvonne de Jong