
EDUCATIONAL LEADERSHIP PROGRAMME

2025-2026



university of
 groningen

**UNIVERSITY
OF TWENTE.**

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Part A: General Information

A1. Introduction

Why Educational Leadership?

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

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

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

For Who?

For (senior) academics who will develop as successful leaders in educational innovation and improvement of teaching and learning. Besides teaching, they have educational management positions or an informal role in educational leadership.

Roles and positions in which participants usually work: (future) programme director, vice dean of Education, (associate) professor, members of the UCOW (UT), managers of education, high potentials.

Benefits for Participants

With this programme, participants can develop themselves as educational leader. They will gain a good theoretical and practical foundation in the fields of educational science, change management and educational leadership. They will be able to develop a clear vision on educational innovation and start, design, lead and execute educational projects to improve and innovate education in their programme and faculty. Furthermore, they are able to connect vision and strategy with the practice of teaching and personal skills to lead educational programmes

Benefits for the Organisation

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

A2. About the programme

What Will Participants Learn?

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

1. Contribute to the creation of an aspirational, inclusive and supportive learning environment that advances student learning.

2. Design, deliver, evaluate and lead a sustainable educational innovation or improvement at various levels within the context of one's own institution (i.e. curriculum/ school/faculty).
3. Reflect critically on the processes followed and one's own role in it.
4. Stimulate and support colleagues in their professional development as teachers in higher education.
5. Take initiative in (institutional) educational policy development and implementation.

** It is important to note that these learning objectives are not fixed-end positions that every participant should attain, but act as guidelines for development. Different participants will therefore show a different development.*

Testimonials from ELP alumni

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

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

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

"The ELP was a really great experience that helped me immensely to develop my educational leadership skills and find solutions that resolved some of the challenges I was facing. I not only learned about what education leadership is all about but also more about the educational leader I would like to be.

"The ELP is incredibly valuable for my further career in the medical education. I have learned a lot from the huge diversity of themes that we worked on, which were enriched by the variety of perspectives from my fellow participants."

The Programme Board

The programme board is responsible for the quality of the programme and the final selection of the candidates. The board consists of: prof.dr.ir. Nieck Benes (UT), prof.dr. prof.dr. Susan McKenney (UT), prof.dr.ir. Mathieu Odijk (UT), prof.dr.ir. Gerco Onderwater (UM on behalf of UG), prof.dr. Sabine Otten (UG), and prof.dr. Manda Broekhuis (UG).

The Programme Supervisors

Supervisors are ir. Frank van den Berg (UT) and Esther Visscher, MSc (UG). They are responsible for the selection interviews, the organization and guidance of all sessions, the international study trip and the individual meetings with the participants.



Participants of the ELP 2023-2024

Practicalities

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

Duration: Participating in this programme will take on average 0.1 fte over the full period of the programme (May 2025 – July 2026). Experience shows that this time is really needed for active participation; the dean and supervisor of the participant are therefore asked to enable the participant's participation by including this in setting the workload during the programme.
Presence at all sessions is mandatory.

Fee Participation fee for the programme is € 13.500,- per person. The fee includes professional guidance during the programme, sessions, accommodation in conference hotels, all costs of the international study trip, the programme management, literature etc. Travel costs to and from the conference hotels are not included.

A3. Nomination, application and admission

Nomination by faculty board/ dean

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

The deadline for nomination is Friday 31 January 2025. Nominations should be sent by the dean / faculty boards to the contact person of your university (see below).

The candidates send in additional information separately (see below).

Selection and Admission

All candidates will have an intake interview with the supervisors of the programme. During the interview the motivation, personal learning objectives and the proposed individual project of the candidate will be discussed, what contribution the candidate can bring to the programme and whether the programme fits the position and ambition of the candidate. Based on this interview, the supervisors write an evaluation. This evaluation is discussed with the Programme Board of the ELP, who will decide on the participation of the candidate. Both the candidate and the dean will receive a motivated decision about the outcome of the admission procedure.

Contact

If you have additional questions on the programme, do not hesitate to get in touch with:

- Esther Visscher (contact person UG); esther.visscher@rug.nl, 06-31983156
- Frank van den Berg (contact person UT); f.m.j.w.vandenberg@utwente.nl, 053-4893739

B1. Information about the programme

Learning philosophy: learn with and from one another

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

Set up of the programme

The setup of the ELP consists of six main components:

1. Eight thematic sessions with renowned guest speakers

Each thematic two-day session takes place in a conference hotel and has a specific theme related to educational leadership. The theme will be elaborated during a guest lecture by a (inter)nationally renowned speaker. In addition, each session entails presentations by participants, peer-to-peer feedback, and ample time for reflection. During one of the sessions we will have a full day simulation game, in which you will practice your educational leadership skills.

2. An international study trip

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

3. An individual assignment in the faculty of the participant

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

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

In mixed groups you will work on the so-called 'Rector's challenge', An assignment that is based on a question supplied by the boards of both universities. After analysis of the problem and defining the 'research question', your interdisciplinary team will work together to come up with an advice. This will be presented to the rector at the end of the programme.

5. Intervision (peer consultancy)

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

6. Individual coaching and workshops

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

Themes and content of the sessions

The programme goes beyond individual disciplines and individual courses. The exact themes and specific content of the eight sessions will be decided upon in consultation with all participants, both in the selection interviews and during the programme. A key component of the programme is transfer of learning to the work environment. This is achieved through, among other things, the individual project, the group projects and participation in a peer feedback group. Besides peer learning, every thematic session one or multiple guest speakers will provide workshops on their expertise.

The following topic categories can be included in the programme:

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

Dates

The sessions are planned on the following dates:

Start	Closure	Location	
2025			
15 May – 14.00	16 May – 16.00	Session 1 Opening	Zwolle
19 June – 09.30	20 June – 16.00	Session 2 Simulation game	Zwolle
18 Sept – 15.00	19 Sept – 16.00	Session 3	Zwolle
16 Oct – 15.00*	17 Oct – 16.00	Session 4*	Zwolle
24 Nov	28 Nov	<i>International study trip</i>	
2026			
22 Jan – 12.30*	23 Jan – 16.00	Session 5*	Enschede/Groningen
12 Mar – 12.30*	13 Mar – 16.00	Session 6*	Enschede/Groningen
23 Apr – 15.00	24 Apr – 16.00	Session 7	Zwolle
11 June – 15.00	12 June – 16.00	Session 8	Zwolle
7 July – 09.30	7 July – 20.00	Closing session	Zwolle

Please note:

- participating in all sessions is mandatory.
- participants will organise session 5 and 6 at the UT and the UG, where they will visit each other's university.

* during session 4, 5 and 6 elective leadership workshops are organised, of which the participants can choose 2; these workshops will start at 9.30 hrs

B2. Application and selection for the programme

Applying for the programme

The faculty board/ dean of the faculty nominates the candidate at latest on 31 January. When you have been nominated, you will be invited by the programme supervisors for an intake interview. In preparation of the intake interview, you have to supply the following documents:

- a *motivation letter*, in which you state why you want to participate in the programme, what you want to learn, what experience you will bring to the programme (1 A4).
- an *educational CV*, stating your experience in higher education (in teaching, innovation of education as well as organizational and management tasks; max 2 A4)
- a *description* of your first ideas of the *individual project* that you would like to work on (1 A4, see description page 8)
- a *letter of your supervisor* stating that sufficient actions are taken to support and facilitate your successful participation in the programme, both in time (0,1 fte) as well as in support for your individual project.

Please send your completed application to the respective contact person - at latest Monday 3 February 2025.

Criteria for admission

Participants of the programme:

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

Important dates for application and selection	
31 January 2025	Deadline for nominations by the dean
3 February 2025	Deadline for application by candidates
10 + 11 February	Intake interviews UT
20 + 21 February	Intake interviews UG
March 2025	Meeting of Programme Board, admission decision
Before 1 April 2025	Informing of candidates about participation in the course
April 2025	Informal lunch meeting with new candidates and alumni (separate in UT and UG)
15 May 2025	Start of programme

Selection of candidates

After receiving the nominations, the supervisors of the programme will invite all applicants for an intake interview. These interviews will be held on the following dates: February 10 and 11 (University of Twente) and February 20 and 21 (University of Groningen). During the interview your submitted documents will be discussed.

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

Number of positions and selection procedure

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

B3. Information on the individual project

The individual project: to learn and to apply

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

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

Suitable projects: conditions

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

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

Tips for describing the possible project

Please include the following:

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

Experiences of earlier participants

If you would like to hear first-hand what participating in the ELP is like, you can contact an alumnus of the ELP:

Name	Faculty	Cohort
Barbara Wisse	BSS	2023-2024
Erik Meijles	FSS	2023-2024
Rob Timmermans	FSE	2023-2024
Bram Jacobs	UMCG / FMS	2023-2024
Rixt Zeelenberg	Arts	2023-2024