

A national 'Sectorplan Onderwijs Bèatechniek' Project
focused on strengthening educational career paths
in universities

Advancing University Teaching and Educational Careers

TU Delft Delft University of Technology

TU/e EINDHOVEN UNIVERSITY OF TECHNOLOGY

UNIVERSITY OF TWENTE.

WAGENINGEN UNIVERSITY & RESEARCH

4TU.



Contents

Advancing University Teaching and Educational Careers

Foreword on behalf of 4TU rectors - <i>Tom Veldkamp</i>	4
Reading guide	5
1 Introduction - <i>Remon Rooij and Perry den Brok</i>	7
2 The Sector Plan Project 2B - <i>Sylvia Walsarie Wolff</i>	21
3 Advancing University Teaching and Educational Careers: Good Practices	27
3.1 From Educational Careerpath to Academic Career Framework - <i>WUR, Sabine van Harten and Blair van Pelt</i>	
3.2 Onboarding Programme for Programme Directors - <i>UT, Frank van den Berg</i>	
3.3 Education Fellows Teaching Academy - <i>TUD, Gytha Rijnbeek</i>	
3.4 Teaching & Learning Fellowship - <i>UT, Cindy Poortman</i>	
4 Shaping Educational Culture: Stories and Advice from Ten Stakeholders	39
▪ Ilke Ercan ▪ Fulya Kula ▪ Martin Sand and Udo Pesch ▪ Alexia Luisings ▪ Rachelle Kamp and Julma Braat ▪ Marlies Oude Bos ▪ Rob Mestrom ▪ Jet Vervoort ▪	
5 Final Event Sector Plan Project 2B	56
5.1 Plenary sessions: Tom Veldkamp, Perry den Brok and Remon Rooij	
5.2 Group sessions: Management, Educators, HR and Policy Staff, Support Staff	
5.3 University sessions	
5.4 Expert Panel Discussion	

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Foreword

Promoting teaching careers and fostering a strong teaching culture has evolved significantly over the past decade. In an academic landscape where research often takes precedence, excellent teaching deserves more equal recognition and rewarding. This is especially true in research-intensive environments like the 4TU.

Changing the mindset of academic institutions remains a challenge. Research has traditionally taken center stage and the need for a fairer system that equally rewards both excellent teaching and research is gaining momentum.

While education is recognized as a priority, a broad cultural shift has yet to take place. This project has helped us in defining both obstacles preventing this culture shift and interventions that will help overcome them. At the same time, (interdisciplinary) collaboration and engagement with stakeholders from different disciplines have become increasingly important in engineering education. Within 4TU, there is a strong culture of openness to collaboration and problem-solving, despite differences in local contexts.

As part of the national 'Sectorplan Onderwijs Betatechniek' this publication brings together insights from leading universities and experts committed to structural improvements in the recognition and appreciation of teaching.

As chair of the Board of 4TU.Education, I would like to extend my gratitude to the researchers, educators, policymakers that have contributed to this study. Their expertise and dedication are instrumental for a strong educational culture.

In addition to the insightful final event in 2024, we hope that this publication will inspire further dialogue and action and serves as a valuable resource for all those working towards a future in which teaching and research are equally valued.



Tom Veldkamp

*Rector University of Twente
Chairman 4TU Board of Education*

This publication provides an insight into the educational culture, particularly at the 4TUs.

After the introduction in chapter 1, which contextualises and describes the different elements of a teaching culture, chapter 2 offers a description of the Sector Plan Project 2B. What have we done, what have we organised, and what are our findings? Throughout the text, we refer to good practices at the institutions, some of which are detailed in chapter 3.

In chapter 4, we illustrate the project results with stories – stories from various lecturers, leaders, and supervisors who share their experiences of the educational culture in their department, faculty, or institution. They also provide tips on how to foster this culture.

On October 9, 2024, the final event of the Sector Plan Project took place in Utrecht. Chapter 5 contains a report on this day. The cartoons that are presented in this report were drawn by Peter Koch during the event. They are inspired by the discussions that took place in the plenary and parallel sessions.

Our focus has been on developments at the 4TUs. From other universities, we have included good practices from the University of Groningen (RUG) and VU Amsterdam. We are aware that developments are ongoing at all institutions and hope to engage in more exchanges with them in the future.

➤ **A warm thank you!**

We would like to thank everyone who contributed to the successful execution and completion of this project. Special thanks go to the interviewees for their openness and time, as well as to the colleagues from the organising committee of the final event. We cannot fail to mention Anniek Draaisma, who initially set up the project and Romee Noorman, who made an outstanding contribution to the second phase of the project.

I WANT **CONCRETE**
ACTIONS TO GO
FORWARD WITH
OUR **TEACHING**
CULTURE

LESS
INTROSPECTION
and more
TEACHING
PLEASE



Peter
Rich
M.A.

1 | Introduction: Advancing a teaching culture at research-intensive universities

What makes a university education culture and to what extent is such a culture unique in universities focusing on science, technology and engineering? Is teaching on the same level as research at the university? Does it matter whether you're a good teacher, not only for students, but also for fellow academics, and does that help you in your academic career?

How do you 'measure' teaching quality, or how do you make teaching impact and teacher expertise transparent? Does education really get such little attention in result and development (R&D) interviews as

we are led to believe, and are those interviews sufficiently fair and inclusive?

Do supervisors have the tools they need to really assess the educational achievements of their staff? Why is there so little attention for teachers and their educational innovations compared to research performance? What is the state of the education for junior, medior and senior lecturers in our institutions, and what are the STEM-specific elements in this context? Can teachers find each other in their desire for recognition and appreciation? Are they supported by the institution in this?

Remon Rooij and Perry den Brok

There are many questions at our research-intensive universities (of technology) when it comes to teaching culture and the recognition and reward of academics and their teaching expertise. To help answer some of these questions, the [Advancing University Teaching and Educational Careers](#) sub-project was launched in 2020 as part of the [Onderwijs Bèta-techniek sector plan](#). In that project, we tried to identify ongoing developments and

gather good examples that could serve as inspiration for universities. Teaching culture was assessed at multiple junctures and, within work packages, an itemisation was made of what career paths universities have established, what competences and criteria they use for this in terms of establishing quality, and what is available to stimulate professional development (e.g. BKO/UTQ, SKO/SUTQ, etc). The 4TU Centre for Engineering Education (CEE) headed up [this](#)

[sector plan sub-project](#). CEE is closely connected to the international [Advancing Teaching network](#) and the international longitudinal [Teaching Cultures Survey](#) (TCS), both led by Dr Ruth Graham. Many of the insights into teaching culture in this publication have been generated by this national and international collaboration.

Before you lies the final publication of the sector plan project. In addition to all available

materials, overviews, policy documents, and tools (see also the project overview in the next chapter for more details and links), we have also captured a series of personal stories and good practices. Our overview is obviously limited to some extent, and there is undoubtedly more to be found and more to be said. Nonetheless, we hope that with this project, we can provide institutions, teachers, and managers with inspiration and an overview of the wonderful world of teaching quality, teaching careers, and teaching culture.

Much has happened, but has much actually changed?

In the course of the sector plan project, our institutions worked hard on the national [Recognition & Rewards programme](#), the Academic Career Track policy, community-building activities (Teaching Academies, Centres for Teaching and Learning), and appointments and promotions of assistant, associate, and full professors with an emphasis on teaching. This document is full of examples. A comparison of the 2022 and 2019 [TCS](#) results shows small positive differences and developments - the vast majority of teaching

staff feel very well supported (by the institution) in their teaching, for example - but the core TCS conclusions are clear:

- The vast majority of academics (junior, medior and senior) want teaching to be important in the promotion process.
- The vast majority of academics do not (yet) see this happening in day-to-day practice.
- Most of the scepticism surrounding the culture change is to be found among (mid-career) assistant and associate Professors.

As a result of the sector plan project and the Teaching Cultures Survey findings of 2022 and the comparison with 2019, the 4TU Centre for Engineering Education (CEE) was asked by the 4TU rectors in 2023 to produce recommendations on how to speed up the process of closing the gap between policy (instruments) and the workplace in terms of teaching careers. Despite all the developments in policy, the policy instruments, the first initiatives, and all the good intentions, cultural change is not progressing very quickly. The CEE advice, [‘Room for everyone’s educational talent – Six recommendations for](#)

[\(more\) visible success in the workplace in recognising and rewarding university teaching, teaching quality and educational career paths within the 4 TU’s](#), was warmly received by the rectors and the CEE was given the space to disseminate and discuss the advice throughout the institutions.

In a nutshell, this advice to rectors consists of six broader recommendations and dozens of highly practical suggestions for action by all kinds of actors: not only executive boards, deans and HR staff, but also academics themselves, their supervisors (section heads, department chairs), and selection and career committees.

The first recommendation focuses on the fact that we have enough paperwork (policies, tools, etc) to simply take action as a community and, for example, let staff with a focus on teaching take steps in their careers: just do it! The second recommendation focuses on practical, supportive tools for academics with a strong teaching profile and their supervisors. The third recommendation focuses on academic leaders and career committees, some of whom – to

SHOULDN'T WE
STOP THIS PROCESS/
RESEARCH INITIATIVE?

NO, IT'S
A FALSE
DICHOTOMY
THAT WE CREATE
BETWEEN EDUCATION
& RESEARCH



The Human Way

Peter
Koch
2011

put it bluntly - need to be retrained. After all, many, perhaps most, of these academic leaders reached their positions through their research achievements and have less experience and expertise in teaching quality and teaching impact. The fourth recommendation is about highlighting role models and ambassadors. It helps the community tremendously to see examples of colleagues, their career paths, and their evidencing strategies for quality and impact. In the fifth recommendation, the advice focuses specifically on the promotional step to full professorship. The sixth and final recommendation provides suggestions on how to strengthen - from a teaching perspective - the relationship and link between teaching and research.

Teaching culture in focus

We will elaborate on how to regard teaching culture and how to make it a more regular discussion topic. In the three subsequent sections, we will look at eight generic elements or focus areas which are distinct on the one hand, but also closely linked/related on the other. Those three sections will concentrate on the following key questions.

What makes a good university teacher?

This is about teacher identity: teaching competences, roles, expertise, impact, tasks, and responsibilities.

What does an academic career with an emphasis on teaching actually mean?

This relates to UFO¹ profiles, selection and career committees, promotion opportunities and pathways, professionalisation programmes. But it is also about evidencing quality, expertise, and impact, about how that is discussed in R&D interviews and about how supervisors approach these.

What does the community want and how can we help further?

The last part concerns community building and team teaching, spot-lights and communication, support and co-creation, as well as the opportunities that staff see and the obstacles on the way.

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- 1 UFO stands for *Universitair Functie Ordening*, or university job ranking. Dutch universities have been working with this job ranking system since 2003. Based on the UFO system, every employee of a Dutch university has a condensed description of his or her job, also known as a job profile, with a corresponding job level.

Teachers and quality of teaching | 10

Teacher identity of a university (engineering) educator/Teaching performance, teaching expertise and teaching impact

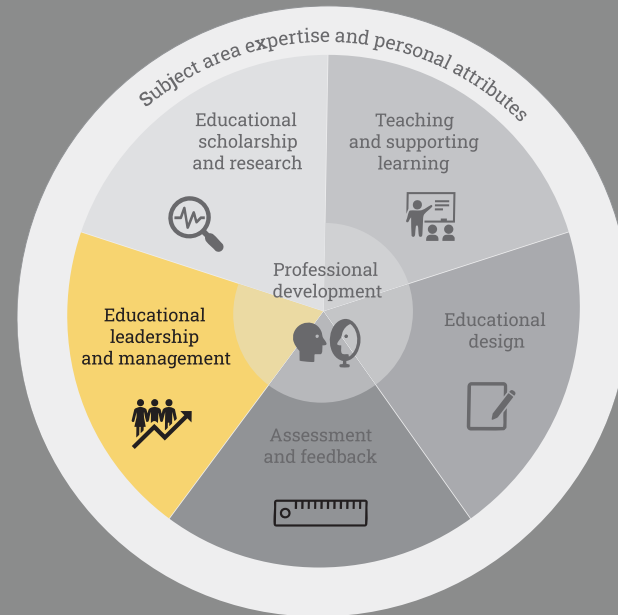


Colleagues from Utrecht University (van Dijk, et al., 2020a; 2020b) clearly defined and expanded on what makes a good academic teacher ([see Figures 1 and 2, p11](#)). As a teacher, you obviously bring with you your **discipline-specific knowledge** and skills and your **personality**. As a teacher, you teach your students and support them - in and outside the classroom – in their **learning process** and personal development. You also design the learning environment at the classroom level, subject level, and/or programme level. You provide **feedback** for the students and **assess** their performance and their work. But a teacher's work certainly does not stop there. As an education leader, coordinator, and organiser, you also take responsibility for **education**

FIGURE 1 TASKS FOR TEACHERS IN HIGHER EDUCATION (VAN DIJK ET AL., 2020A)



FIGURE 2 EXAMPLE OF THE ELABORATION OF ONE OF THE SIX CATEGORIES IN THE HANDOUT (VAN DIJK ET AL., 2020B)



EDUCATIONAL LEADERSHIP AND MANAGEMENT

This task concerns how teachers exert intentional influence on education through their relationships with others.

SUBTASKS

- Engages with relevant stakeholders
- Organises, coordinates and manages education and all resources involved
- Engages in evaluations of education, quality assurance, accreditations, and audits
- Participates and contributes to education-related committees and fora
- Supports, mentors, and promotes colleague teachers' professional development
- Influences, establishes and implements policies and culture

development (subject and/or curriculum), **education innovation** (subject content and/or teaching methods), managing, coaching, supervising, and assessing **teaching teams** and teaching assistants, and **education policy advice** (e.g. committee work, working groups).

Teachers who want to elevate their own teaching methods to a higher level make use of educational theory, knowledge, and principles (referred to as scholarly teaching), or conduct their own research within their teaching practice based on a researchable education question (SOTL **scholarship of teaching and learning**; SoED **scholarship of educational development**). This, of course, includes the sharing of knowledge and insights gained, for example, through workshops, publications, and conference contributions.

The final component of this Utrecht model is that a professional teacher works on his or her own continuing **professionalisation**, through a reflective approach, through feedback discussions with students and colleagues, and by being open to both formal and informal learning.

Courses, workshops, education conferences, as well as more informal activities such as discussions with colleagues, peer supervision, and reading professional literature are all important.

Even in the UTQ, teachers are asked and challenged to work on and from an **educational vision**: a coherent vision of learning content, didactics and pedagogies, and educational organisation (Rooij, Bos, Kamp, Kuipers, 2012; van Lenning, Daelmans, Wenting, 2012). The above-mentioned tasks, roles, and responsibilities combined with a teacher's own educational vision are important building blocks for teacher identity.

In defining what a teacher is, we have touched on what constitutes the quality of a teacher and teaching, and on the fact that interaction with students is one of the main tasks of university lecturers, but it is not the only one! There are different ways of interpreting the quality of teaching and/or a teacher. The essence is that quality and expertise manifest themselves in a **positive (learning) impact on others**, obviously on students but importantly also on staff.

A distinction can be made between a number of perspectives on teaching and teacher quality (Bakx, Koopman, de Kruijf & den Brok, 2015):

- **Effectiveness:** what contributes to learning outcomes, or in other words learning objectives?
- **Competence:** what have we decided with regard to what is the essence of being a teacher?
- **Opinions or beliefs and preferences** about who is a good teacher and what is a good subject: what do lecturers and students say when you ask them about a good teacher or a good subject? To whom or for which subject would they give credits or an award, and why?
- **Identity and values:** what kind of teacher do you yourself want to be, which aspects do you think make up the essence of and motivation for being a teacher and which are much less so? What values are key in teaching?

The problem is that we often get stuck on ‘effectiveness’, but ‘competence (development)’ and ‘identity and values’ are just as important, and ‘opinions’ about what makes a good teacher often tie in well with what we know about ‘effectiveness’.

The impact teachers have often remains ‘hidden’; perhaps discussed in class with students and with immediate colleagues at the coffee machine, but not usually shared more widely with others further away from the teacher in question. That is why visibility is important: during department/faculty/institution teaching days, at education conferences, in Teaching Academies and/or Centres for Teaching and Learning, within national and international teaching communities, and via publishing about teaching and learning.

These are important elements of the scholarship part of the university teacher profile. Institutions also have a responsibility to ensure the existence of channels where - in addition to research output channels - teachers can showcase and share their expertise, achievements, and impact.

Teaching career

*Continuous professional development/
Result & development interviews/
Academic career path*



With her Teaching Framework (Figure 3, p14), Ruth Graham produced ground-breaking work in shaping academic careers with an emphasis on teaching. She shows that by getting better at their tasks, having larger spheres of influence, and mastering a growing and more diverse palette of teaching skills and responsibilities, teachers can develop from effective teachers to collegial teachers to scholarly teachers and/or institutional leaders and to national/global leaders in teaching and learning. She also links this to promotion criteria, evidence, and spheres of influence.

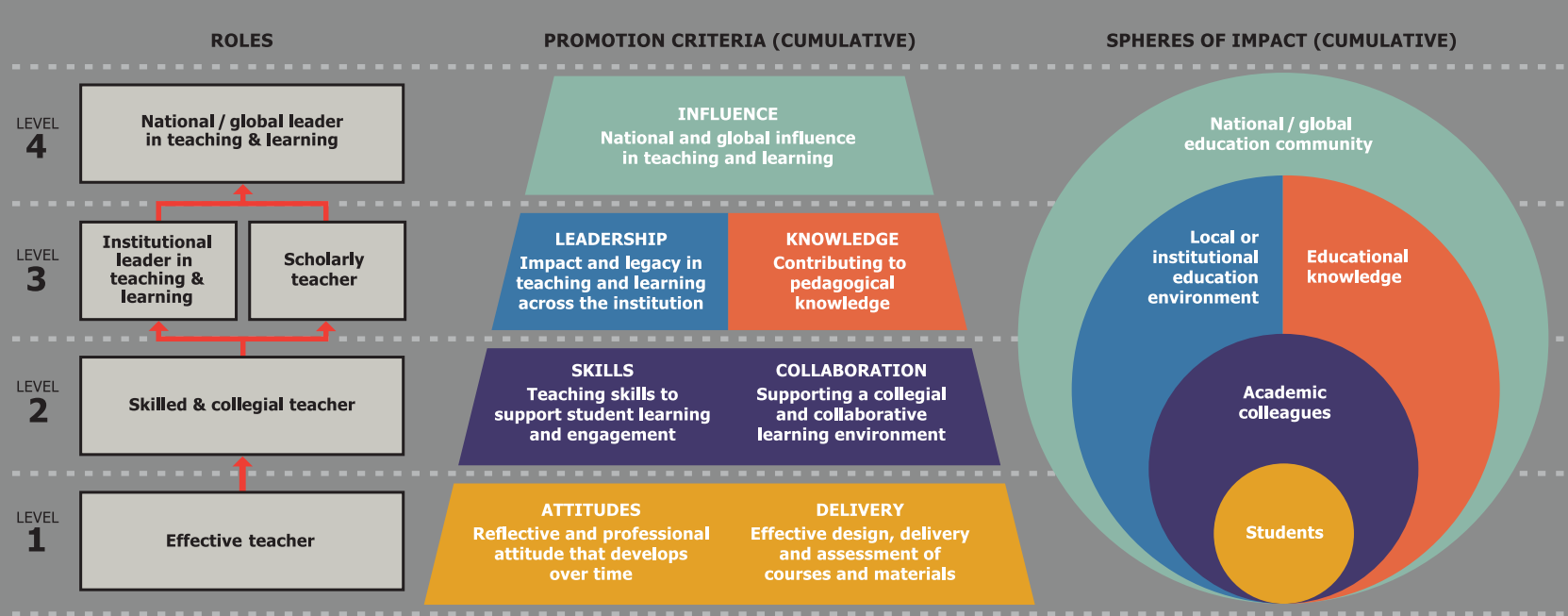
In the recommendations produced by the CEE for the rectors, a specific focus was placed on

evidencing teacher quality and teaching impact. In one of the annexes, the report presents an overview of evidencing options that should be helpful in R&D interviews a, for career development committees, and promotion pathways. Below is a slightly rewritten passage from the report (Rooij, Walsarie Wolff & den Brok, 2023).

To evidence the teaching achievements of university teachers we need to go beyond the number of students a colleague supervises, the number of courses a colleague is involved in, and the UTQ/ BKO requirement, which is - let's be honest - 'just' a starting qualification. In particular, for steps from Assistant Professor 2 (UD2) and Lecturer 3 (Docent 3) onwards, the sphere of influence and impact need to go beyond one's students as presented in Graham's Teaching Framework.

Certain kinds of evidence are 'concrete', 'hard', and 'easy' to observe, document, and make explicit. Other kinds of evidence are softer, more qualitative, and need extra action, nuance, or context to be fully understood. Together they might build a more complete picture. It is important to say that all categories mentioned here are to inspire people

FIGURE 3. TEACHING FRAMEWORK
<https://www.teachingframework.com>



to evidence certain teaching expertise(s) more systematically. They are not meant as a tick-the-box overview. Some categories might be, or will be less important than others for our colleagues; or even not important at all.

- **formal coordination and leadership roles** with influence and impact beyond your students; course coordinator, leader of teacher teams, degree programme leader, department education leader, director of education, pedagogical coach, ...
- formal roles in education (advisory) **committees** such as the board of Examiners, Board of Studies, faculty/institutional education working groups, advisory or review committees, ...
- **prizes**, such as lecturer of the year, education innovation of the year (e.g. in own disciplinary community), EdX Prize for online teaching, ...
- **media** attention (visibility outside your 'normal', more local spheres: in newsletters, newspapers, podcasts, ...)
- organising, participating in, or visiting education **events**, such as the institutional

Education day, workshops, seminars, symposiums, webinars, ...: e.g. via own faculty, the local Teaching Academy, 4TU, ...

- education innovation **projects** and/or education research **grants**: e.g. faculty programme renewal, Comenius, 4TU.CEE, institutional Fellowship, NRO, NWO, EU, ..., including **cooperation** with educational scientists / researchers / advisors on those innovation projects
- engineering education **conference** contributions such as presentations / workshops / roundtables / visits / keynotes: e.g. CDIO, SEFI, ...
- education-oriented **publications**: (journal) articles, reports, papers, policy advice,...
- **scholarly leadership** roles, e.g. member of the editorial board of an Engineering Education journal, leading (inter)national Engineering Education communities or workgroups
- attendance of **formal professionalisation** courses, modules, or 'leergangen': e.g. SUTQ/SKO, LOL, ... (beyond UTQ/BKO)
- participation in or starting a **special interest group** (community of practice) around an education theme

- attendance of **informal professionalisation** trajectories, e.g. intervision and peer review, ...
- make explicit the **education vision** you have, value-based, knowledge-based, evidence-informed (e.g. educational scientific theories/expertise), explicitly related to one's teaching practice
- support your vision with **evaluations of one's teaching performance** which should show a consistent and complementary message
- a critical **self-assessment, student evaluations, alumni evaluations, peer reviews and intervisions**, and the feedback from **supervisors and pedagogical assessors** together can give a rich picture of the performance of your teaching / supervising / lecturing / mentoring / educational leadership or scholarship skills
- when being self-reflective, you will be able to derive recommendations, new ambitions or goals, and innovation/development points not only for **your teaching** (Action Plan for your courses, your programme) but also for **yourself** as a university teacher (Personal Development Plan). Both are important!

We see that many institutions have appointed (relatively) large numbers of lecturers (docenten) and assistant professors (universitair docenten) with an emphasis on teaching in recent years. Among them, there is a certain amount of unease and concern about how this works: ‘an academic career with an emphasis on teaching,’ what is expected of them, how their supervisors feel about it, and whether it will not eventually be (only, or mainly) about their research performance?

Even for the step to full professor, there are now the first examples in our institutions where teaching has played a major role. These processes usually take a long time and assessment committees really need to look for staff for those committees who can identify quality and impact from a teaching perspective with proven authority. After all, most fellow professors reached their position via a research track.

The CEE recommendations to the 4TU rectors indicate that it might make sense to recalibrate staff with Lecturer 1 and 2 profiles; some of

them may fall “neatly” into the UD1 (assistant professor 1) or UHD2 (associate professor 2) profile with an emphasis on teaching. And it makes a big difference academically whether you are a U(H)D or a lecturer (docent), for example, because acquiring *ius promovendi* is not possible as a Lecturer.

Besides, the position of Lecturer 1 itself is another one that is somewhat controversial. How logical is it to go from Lecturer 1 (scale 13) to UHD1 (scale 14)? On paper this should be possible, but we hear something very different from the workforce. Do you have to have a PhD? Do you ‘suddenly’ need to start doing research as well, even though you cannot just do that. How can you become a UHD without a strong publication track record?

Besides the promotion process and careers ‘issues’, the parallel path of personal development and teacher professionalisation is also a major concern within our teaching culture. Our institutions take great care of new teachers with the BKO/UTQ programme and starter workshops for novices.

Since recently, all 4TUs and most other Dutch universities now also have an SKO/SUTQ programme. The Educational Leadership course for staff members who already have senior teaching expertise and leadership roles has also been running for a while and most universities now offer these as well. But in most cases, these programmes only have a very limited number of places available and the costs are high.

Shorter modules and workshops provide a solution here, but it is not easy to come up with a simple, clear, constructive and coherent palette of training and refresher options. In addition, there is a need for technology-specific pedagogical topics, especially in STEM institutions.

Finally, we would like to draw attention to the fact that it is not easy to recognise and reward informal learning in the workplace - for example, during the development, implementation and evaluation of educational renewal - on its merits. See, for example, the [Teachers2Learn project](#), which shows that teachers learn from innovations in different ways and that universities can stimulate this in different ways, namely by

focusing on the innovation itself (topic-oriented innovation and related professionalisation), on professional development without defining the topic (e.g. through BKO, SKO, learning communities), or on stimulating innovation by providing space (calls, applications, awards - learning is then a by-product).

The community

Teaching community/Spotlights and communication/Teacher support



On the one hand, teaching culture is abstract and intangible. On the other, it is highly specific: after all, we are the culture, we create it. Culture can be changed by changing values, attitudes, behaviours, and systems, and often by combinations of these. Let us take two elements that we - as a community - could and wish to change in our teaching culture: teaching teams and education in the spotlight.

If you want to go fast, go alone; if you want to go far, go together. In teaching too, a **team approach** has great academic value, besides the fact that it can be also more enjoyable.

- Working together to design a course and learning environment brings more ideas to the table from which the instructional design can benefit immensely, especially when it not only involves staff from the same discipline, but also, for example, educational advisors, blended learning developers, students(!), practitioners from the engineering field and possibly educational researchers who cannot only underpin educational innovations with the latest scientific insights, but can also evaluate the intended innovation itself as a research case study.
- Collaborative teaching and assessment have similar advantages (the more-eyes principle) and can also be a valuable means of encouraging collegial feedback, peer review and further professionalisation on the job.
- In science and engineering, inter- and trans-disciplinary work is becoming increasingly important; approaches such as challenge-

based learning. This requires team-based and collaborative teaching that transcends the boundaries of individual teachers' own disciplines or practices.

- Education & Student Affairs staff, who usually have an academic background themselves, are thus seen much more as colleagues in the co-creation process than as 'support staff'. They too are entitled to greater recognition and appreciation.
- In this way, students can take on the role of co-creators of academic education rather than the 'consumers' of education. Responsible teachers are then not the all-knowing experts, but rather the education leaders who know when to listen closely to whom.

Much of what happens in teaching seldomly makes it into the **spotlights**, if at all. Sometimes because of the workload of teachers: preparation for a next course is often waiting and there is no time to dwell on the excellent results of the previous one. Sometimes it is down to the modesty of the teacher, who does it mainly for the students and does not seek

publicity. But in some cases, it is because the spotlights in the institutions are focused mainly on other things; what percentage of faculty news items or newsletters give in-depth coverage to teaching?

Or it might be because there are only a few – if any – systems or activities to document or share teaching experiences and expertise. How many lecturers will feel at home using the PURE Research Portals to share their teaching achievements?

The institutions are working to improve all this: for example, through specific professionalisation activities for lecturers, education repositories and open educational resources, teaching communities, teaching academies, newsletters aimed at teachers, teaching fellowships, and so on. Among the 4TU institutions, for example, CEE is working through its strategic agenda to bring staff together via themes such as challenge-based learning, entrepreneurial engineering education, learning analytics, to name but a few.

Through joint activities (workshops, webinars, study days), newsletters and publications, project support, and the CEE Innovation Map as a demonstration of educational innovations, project results and successes are shared and celebrated.

Positioning of teaching culture

So, do we really have a problem in our institutions when it comes to establishing a teaching culture? This question is likely to elicit very different answers, depending on who you ask. But if we want to do justice to our colleagues' teaching talents and the impact they have with their teaching, it seems we still have some way to go.

If we as universities in the Netherlands wish to be global players in the field of (science, technology and engineering) education, this ambition will require further steps in all aspects of our university culture.

The target for our institutions is actually quite clear looking at the 2022 and 2019

results of the Teaching Cultures Survey (TCS), in which thousands of teachers participated: the community wants more emphasis to be placed on teaching (e.g. in professionalisation and careers), but change is very slow.

There is also little trust, especially from mid-career academics, in our academic leaders at the department, faculty and institution levels, most of whom did not reach their position in such a culture. Even if that lack of trust is unwarranted, the TCS shows that it is still the prevailing sentiment among mid-career academics such as the U(H)Ds.

We believe, therefore, that it could be valuable to name and discuss our teaching culture specifically. Not only would this provide greater insight, but it could actually stimulate the conversation about our teaching culture. In this publication, we use our eight specified elements of teaching culture to interpret all the materials, cases and individuals presented.



EIGHT DIMENSIONS OF UNIVERSITY TEACHING CULTURES



Teacher identity of a university (engineering) educator



Academic career path



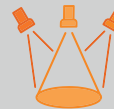
Teaching performance, teaching expertise and teaching impact



Teaching community



Continuous professional development



Spotlight and communication



Result and development interviews



Teacher support

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Teaching Cultures Survey

<https://www.teachingcultures.com>
bezoekt op 21 februari 2024.

Teachers2Learn

<https://teachers2learn.nl>
bezoekt op 21 februari 2024.

Teaching Framework

<https://www.teachingframework.com>
bezoekt op 21 februari 2024.





2 | The Sector Plan Project: Advancing University Teaching and Educational Careers

In spring 2021, the ‘Advancing University Teaching and Educational Careers’ project was launched as part of the ‘major’ **Onderwijs Bèta-techniek** Sector Plan submitted by the 4TU Federation to the Ministry of Education, Culture and Science in 2020 and approved.

A total of sixteen measures were proposed in this [sector plan](#) to better meet the need for science and engineering graduates in the future. The first two measures are about attracting and retaining more science and engineering teachers throughout the education chain.

Measure 2 aims to promote a different division of roles in research and teaching in higher education and included measure 2B: *allowing scientists to devote more time to teaching and also offering them greater development opportunities and career prospects in teaching based on the position paper ‘Room for Everyone’s Talent’*. Project 2B was defined by 4TU.CEE on that basis.

The aim was to reach a common reference framework for career development within the science and engineering domain in relation to the teaching task, coupled with the broad developments within the Recognition & Rewards Programme. Most universities of technology and science faculties at general universities are seeking indicators for the development of high-quality teaching and looking at how they can be defined to better support and value careers in teaching.

Project structure/design

After a more administrative start-up period of about a year, five work packages were eventually defined within the project in 2022: (1) identifying types of teaching positions and opportunities for academics to pursue careers with a focus on teaching, (2) identifying ongoing training offers for teachers from the start of their careers, (3) identifying criteria used by different institutions for teachers and career advancement and how these are experienced by teachers, (4) defining the teaching culture and developments therein through the teaching cultures survey at three points in time, and (5) sharing and disseminating the project’s findings.

Work started at the beginning of 2022 to obtain an overview of what was offered at the 4TUs in terms of career paths that can lead to a career with a focus on education. At a workshop in December 2022, [this summary](#) was produced with representatives from the 4TUs. The development of career paths was still very much in progress. At Wageningen, a review led to the incorporation of the Educational Career Path into the [Academic Career Framework](#), providing more flexibility to shape careers.

At the Science and Engineering faculty at RU Groningen, they started introducing different career paths in which assistant professors can shape their career towards teaching or research; Impact & Organisation was added for associate professors as a performance area. Depending on their choice, staff is assessed on their results in the various fields. A summary can be found [here](#).

Guidance and further training

Lecturers who wish to focus on teaching can receive more guidance and further training. After the BKO/UTQ, lecturers can continue on various paths, an overview of which was produced at the same workshop at the end of 2022. The SKO/SUTQ is being redeveloped at all institutions. There have been various developments since [this summary](#) was made. At TU Delft, the SKO pilot has now been successfully completed and concluded with a [symposium](#) at which the [eight participants](#) presented their projects. The second group, now in the officially recognised and established SKO programme, started in September 2024. At Wageningen University & Research, too, a [renewed SKO programme](#) is started in which lecturers can submit a project proposal.

[The summary](#) of guidance and training courses on offer is by no means comprehensive, but it does show that a great deal is happening at the institutions. At TU/e, for example, a toolkit has been developed for lecturers who want to offer [Challenge-Based Learning](#). This is a live instrument, which is kept up to date and which provides educators with tools to shape their challenge-based learning.

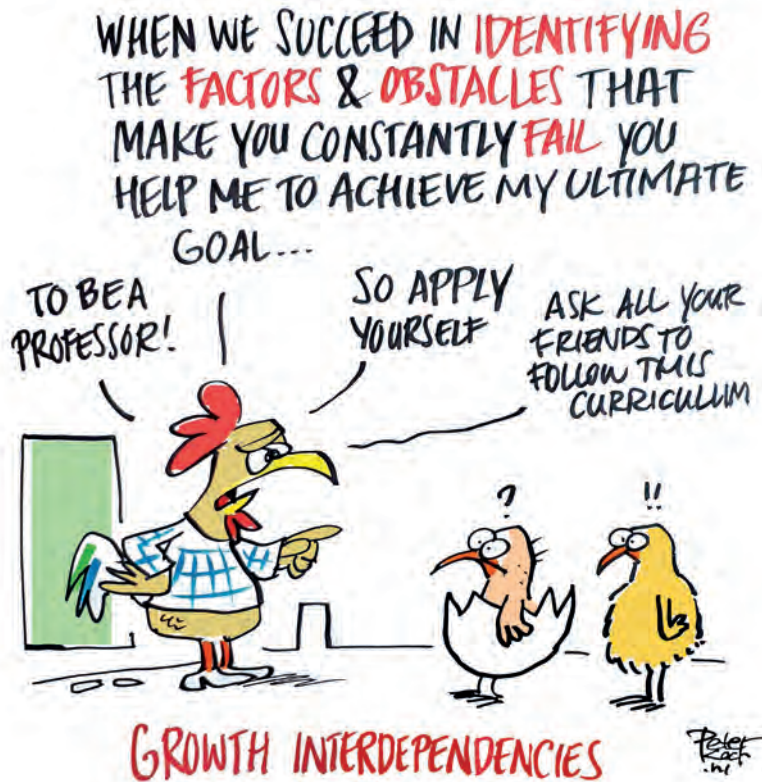
Promoting a teaching culture requires more than guidance and training for teachers. At least as important, or perhaps even more so, is guidance and training for faculty and department managers, as they are the ones who decide whether someone can or may take the next step in his or her career. Programme directors play an important role, but as many of them still come from the old research-oriented culture, they need guidance. A good example

is the [familiarisation programme for programme directors](#) offered by the University of Twente. New programme directors can thus build up a network and inspire each other. For those who aspire to a management position, institutions offer [Educational Leadership Courses](#) in which many participants embark on their own educational innovation project, are inspired by experts and reflect on how to increase their impact.

At the end of 2022, we had an up-to-date picture of what was happening at the time in terms of teaching careers and guidance offered in this regard. We focused primarily on the 4TUs and managed to get an inside look at the STEM faculties at the RUG, Maastricht University and the Vrije Universiteit Amsterdam. At first glance, we found that there were not many STEM-specific features.

Around the same time, the second set of findings from the [Teaching Cultures Survey](#) was published. The first findings, completed in May 2019, had found that participating universities were facing a number of challenges to improve teaching culture. The three main findings were that teachers experienced a strong pushback from a core group of colleagues, a mismatch was perceived between policy and workplace, and participation in available career paths was low. The full final report can be found [here](#).

The conclusion of the second set of findings in 2022 was that teachers felt that things were getting better but that there was still room for improvement. Mid-career academics in particular are still experiencing a lack of support if they wish to pursue a career with a focus on teaching.



Also, managers do not yet seem to be sufficiently informed or involved in all cases.

Action that institutions can take to ensure that the good intentions specified in the Recognition & Rewards policy plans are implemented in the workplace is set out in the advisory report entitled [Room for everyone's educational talent](#), which was produced at the request of the rectors of the 4TUs, but which is of course valuable outside TUs.

Towards project completion

The second project workshop took place in May 2023. Together with representatives from the institutions, we looked for criteria that academics needed to meet to make career moves with a focus on teaching and considered whether there were any indicators that were typical for science and technology. A long list of indicators and the extent to which they are or are not typical for science and technology can be found [here](#).

Our conclusions considering the nature of indicators are that:

- most indicators are too general/too broad in their definition;
- quality level is missing for most indicators;
- collaboration with engineering graduates is vital to establish good STEM-specific indicators;
- most of the indicators are formulated in general terms, but they can be interpreted in assessment interviews in STEM terms.

One example: criterion 3 *demonstrates the link between one's own subject and other elements of the course, the curriculum and the subject area* could be modified in consultation to *demonstrates the link between measurement and control engineering and the BSc Electrical Engineering final attainment levels*;

- there is too little attention for teaching methods; this should be included in the BKO and other teacher training.

Towards a teaching culture

What would help to start the move towards a teaching culture? Over ten years ago, in the lead-up to the Recognition & Rewards programme, a series of measures were taken at VU's Faculty of Science and Technology to improve teaching. Mareanne Karssen, the current Director of Education at the Faculty, involved at the time as programme manager, gave [this](#) presentation on the subject at our second workshop. In a [recent update](#), she described the current state of affairs: developments are slow but steady.

There are growing numbers of appointments of programme directors and professors with a focus on teaching who are assessed according to the Educational Performance Framework. Teaching is seen less and less as a 'chore'. Mareanne is happy.

To ascertain how teachers (with the profile of lecturer, assistant professor and associate professor) view the prospects of their potential teaching career, a number of teachers at the 4TUs were interviewed.

Notable statements by the teachers were collected and sorted into eight themes:

1. Obstacles on the teaching career path
2. Underappreciation of teachers reflected in processes and communication
3. Too little – if any – focus on teaching in assessment interviews
4. Double standards and inequities regarding contracts and promotion
5. Lack of clear communication or information about teaching programmes and activities
6. Value of informal moments/conversations
7. Importance of timely and proper planning of activities
8. Uncertainties during the intake process for supervision programmes

The full list can be seen [here](#).

At the workshop in May 2023, participants defined the five main/most obvious obstacles to a teaching culture. Below, these obstacles are linked as far as possible to the eight themes into which teachers' statements were categorised:

- Department heads/assessors in crucial positions focus on research (3).
- Teachers are not part of the academic community (1,2,5).
- There are no clear criteria for good teaching (2,4,8).
- Teaching is not regarded as academic dissemination (2,5).
- Teachers learn a great deal informally (6).

We set about looking for interventions that could remove these obstacles. The main proposed interventions were:

- Train assessors (members of career and selection committees) and immediate managers in relation to teaching quality and academic careers with a focus on teaching;

- Ensure that the faculty management is focusing on teaching and put teaching on the executive board's agenda;

- Ensure that there are at least two teaching experts in each assessment committee;

- Increase communication with and about teachers and teaching results so that teachers feel part of the academic community;

- Work together to define criteria for good teaching, have teachers coach each other and pair new to experienced teachers.

- Teaching should be regarded as academic dissemination.

- Talk to each other and point out the evidence of informal learning.

The full list of interventions can be seen [here](#).

Fortunately, we see enough good examples of interventions that have been or are set to be implemented:

- Teachers learn a great deal informally, so having conversations, reflecting, enabling exchange are all vital. A good example is the [Teaching Academy at TU Delft](#).

- Put successful pioneers in the spotlight and communicate more about teaching, for example [in a Teaching & Learning Fellowship](#), as at the University of Twente.

We can conclude that greater attention is being paid to the importance of a teaching culture and that hard work is being done at all levels to promote it. A happy ending to the completion of this project. If the project outcomes contribute to more positive developments in that direction and generate further dialogue, exchange and collaboration, we will be able to conclude the project successfully.



WE NEED **CONSISTENT COMMUNICATION**
ON OUR **PRINCIPLES**, TOP DOWN TO
ENFORCE OWNERSHIP THAT WILL HELP
DISSEMINATE ALL **INITIATIVES** AND
INFORMATION SO EVERYBODY
CAN PARTAKE IN ALL **OPPORTUNITIES**



3.1 | From Educational Career Path to Academic Career Framework

*Sabien van Harten and Blair van Pelt,
Wageningen University & Research*

As from 2020, WUR academics who were focused on teaching and wished to develop in that direction could choose to take the Educational Career Path criteria as a guideline. However, it depended on the department/chairholder to what extent this could/actually happened and to what extent lecturers were really seen. Moreover, the ECP was not uniform over the departments of the WUR.

As an expert by experience (started as Lecturer 4, doing work as Lecturer 3, but not being able to be assessed as such due to lack of criteria), Sabien van Harten, together with Blair van Pelt and a number of other colleagues, worked to transform the ECP into the Academic Career Framework. The ACF combines the formal arrangements and criteria of the UFO system and the qualitative assessment in the ECP. Within the ACF, 3 tracks can be chosen:

Within the Academic Career Framework three distinct career paths are defined:

1. the Lecturer Career Path, for all lecturers
2. the Professor Career Path, for assistant, associate and personal professors
3. the Researcher Career Path, for researchers.

The existing career paths for professors - Tenure Track - and for lecturers - the Education Career Path - are incorporated into the new framework and cease to exist as separate career paths.

All three paths make use of the same set of performance areas and indicators.

The Academic Career Framework facilitates career diversification in various ways:

- The framework allows for diversity in personal profiles: for each path a different subset of indicators is compulsory and optional. Not everyone is expected to excel in all domains: the balance between the performance areas may differ from person to person, fitting their ambitions and qualities;
- The framework facilitates further diversity by allowing compensation in achievements between indicators within one's personal profile as an academic. Overperformance on one indicator can compensate underperformance on other indicators, providing this is part of a personal vision and strategy;
- For each career path there are expectations as to the distribution of time spent on the performance areas;
- The fact that there is one set of indicators for all academic staff removes a barrier for those aspiring to switch career paths.

The new set of development indicators increases flexibility, underpins the WUR's ambition for excellence and stimulates continuous development of

“The new set of development indicators increases flexibility, underpins the WUR’s ambition for excellence and stimulates continuous development of academics.”

academics within tasks of increasing complexity and/or responsibility and/or scope. The set aims to resolve earlier assessment issues raised by people within the organisation, for instance:

- In the framework, the PhD-criterion serves to assess competence in PhD supervision and is no longer treated as a proxy for acquisition skills and building a research team. Acquisition is embedded in the new overarching item Funding strategy;
- Teaching quality will no longer be based only/primarily on the basis of student evaluations; instead a wider set of indicators provides insight into education quality, activities and development

As flexibility enables more diversity, it also demands a greater responsibility from the chair holder to ensure a transparent and fair balance between individual and team interests.

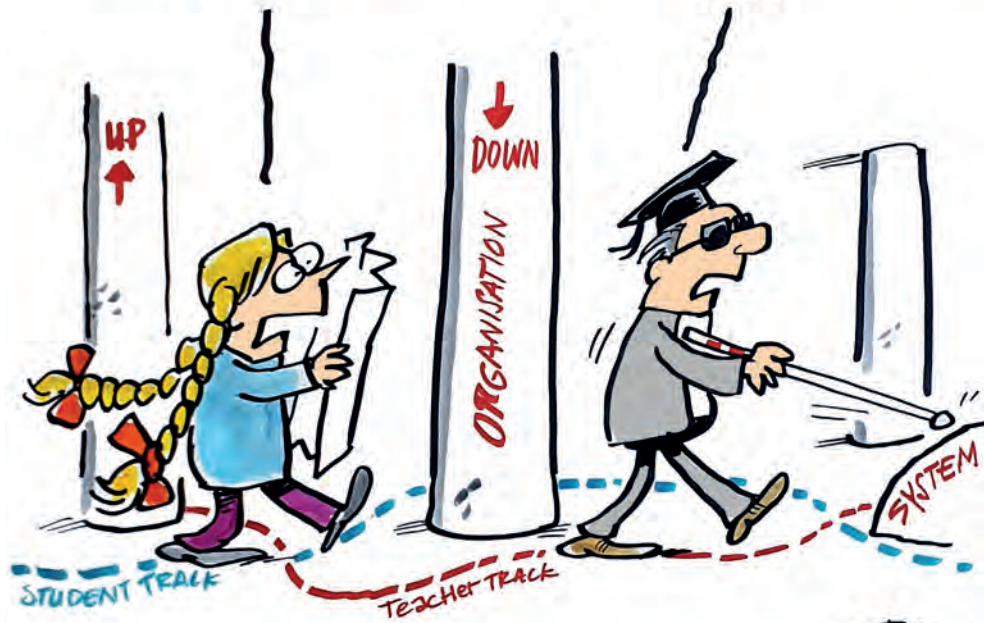
The design of the Academic Career Framework is accompanied by the Evaluation Indicators and Regulations. The document describing the Evaluation Indicators gives details on what each of the various indicators entails and how evidence can be provided, on procedures and on composition of committees. The Regulations is a legal document defining who does what, what types of evaluations there are, who has what decision-making authority, etc.

At the moment the ACF framework and indicators are approved. After approval of the Regulations by the Labour Union the implementation of the ACF will be started. After implementation of the Framework a 3 year transition period is proposed during which candidates who are currently in Tenure Track or in the Education Career Path can choose in which system they wish to be evaluated or advised.

The ACF contributes to a culture of education by providing a qualitative assessment of educators alongside the ‘old’ UFO criteria in which they can express their narrative. Also, scholars have more freedom of choice in setting a focus in their career and the possibility of combining different paths.

CAN WE IDENTIFY
THE OBSTACLES IN
OUR LEARNING
TRACKS?

I DON'T BOTHER,
I JUST GO AROUND
THEM



INTUITION VS Mapping

3.2 | University of Twente: Induction Programme for Programme Directors

Frank van den Berg, Senior Educational Advisor at the Centre for Educational Support, Centre of Expertise in Learning & Teaching (CELT)

A few years ago, it became clear in Twente that it was odd for such an important role as Programme Director to be filled without any prior preparation. It turned out that Programme Directors were very willing to participate in an induction programme, provided it was informative, useful, easy to follow, and voluntary.

For the past year and a half, an induction programme for Programme Directors has been offered. The programme is completely voluntary and consists of the following components:

- A 30-minute introductory meeting, one-on-one; during this meeting, we discuss their questions and explain the induction programme.
- A lunch meeting with several new Programme Directors, an experienced Programme Director, and someone from the Strategy & Policy Department. Again, this serves as an introduction, sharing questions and ideas. The experienced Programme Director shares personal experiences and provides tips, while the colleague from the Strategy Department explains the broader context of programmes at UT and the review and accreditation process.

- A buddy: each new Programme Director is paired with a colleague, an experienced Programme Director from another faculty. The buddy can provide one-on-one conversations; these are informal and based on the new Programme Director's questions. The initiative for scheduling meetings lies with the new Programme Director.

- A website with various practical tips, a toolbox – see <https://www.utwente.nl/en/learning-teaching/Expertise/programme-directors>

This evolving toolbox contains information on topics such as the Programme Director as an educational leader, short videos on how to work with the programme committee and exam committee, and other relevant information.

- Access to Twente's digital learning environment, a CANVAS site called "Expedition Education." This self-study course provides an overview of the five competencies of the University Teaching Qualification (UTQ), explains the logistics of teaching, and gives an introduction to the Dutch educational system. This CANVAS site was specifically developed for newly appointed teachers at UT, and it's helpful for Programme Directors to know what information their new teachers receive.

Four times a year, joint meetings are organised for all Programme Directors. During these meetings, a specific theme is discussed, and there is an opportunity for informal networking. Building networks and sharing experiences is the key focus of these meetings.

“Occasionally, the role of Programme Director is still seen as a disruption to one’s career; however, increasingly, it is being recognised as a very important position within the institution and as a valuable career step.”

In Twente, more and more (small) steps are being taken toward a teaching-friendly culture. A Professor with a focus on education has now been appointed, and if someone expresses the desire to build a career with an emphasis on education, the teaching requirements are set higher than those for research.

One challenge is compiling the evidence for promotion, the “evidencing”: how do you demonstrate to review committees that you are making progress in your teaching career? Occasionally, the role of Programme Director is still seen as a disruption to one’s career; however, increasingly, it is being recognised as a very important and full-fledged position as an educational leader within the institution and as a valuable career step.

Additionally, the UT has decided to allocate actual hours for education-related tasks, such as membership on programme committees and exam committees. The departments of the involved teachers are compensated by the faculty for their time commitment.

Encouraging factors towards a more teaching-friendly culture include an education-minded Executive Board (CvB) and the Twente Education Model, which has promoted the formation of teaching teams. The national and UT-specific Recognising & Rewarding Programme is also helping in this direction.

3.3 | TU Delft Education Fellows | Teaching Academy

Gytha Rijnbeek, Programme manager Teaching Academy

In 2016, the TU Delft Education Fellowship was established in support of 'Education in the Spotlight'. Under the Fellowship, teachers are offered encouragement and appreciation to implement education innovation projects and thus increase their impact on engineering education. Teachers, assistant professors, associate professors and professors can be nominated by the deans and, if they are appointed as education fellows, will receive a 2-year grant of €25,000 per year.

From 2016-2024, up to four fellows started each year, bringing the total of education fellows in 2024 to 35. As from 2025, the Fellowship will be expanded annually with an additional education fellow sponsored by 4TU.CEE. In addition, a pilot will be started in 2025 to strengthen the partnership in teaching with TU Delft, Erasmus University Medical Centre and Erasmus University Rotterdam Convergence programme in the field of transdisciplinary education.

'Once a fellow, always a fellow.' As well as working on an education innovation project, fellows are also members of the TUD Education Fellowship Community. They have an ambassadorial role in their faculty and in the university and encourage other lecturers to engage actively in education innovation. Education fellows are role models within the Teaching Academy, at the TU Delft Education Day and in the future of engineering education in Delft and elsewhere.

TU Delft Teaching Academy and a stronger education culture

The TU Delft Education Fellowship is part of the TU Delft Teaching Academy programme, which has developed in recent years to become an important network for and by lecturers. The Teaching Academy, run by Academic Director Annoesjka Cabo, is made up of four core elements:

1. **The Teaching Academy community.** The network of and for TUD staff who contribute to teaching.
2. **The Teaching Lab.** The physical location that is entirely at the disposal of TU Delft's teaching community. The place that provides space to meet each other, where teaching-related events are organised, where people work together on education innovation and where teacher training is given (organised by, for example, Teaching & Learning Services).
3. **The Teaching Academy Programme,** made up of a vast array of activities and events.
4. **The Teaching Academy Facilitation Team.** The team responsible for supporting and facilitating the community, the Teaching Lab and the Teaching Academy Programme.

“‘Once a fellow, always a fellow.’ Fellows have an ambassadorial role in their faculty and in the university and encourage others to engage actively in education innovation.”

In keeping with the Teaching Academy mission, ‘To collaboratively enhance engineering education and drive education innovation across faculties’, the aim of the Teaching Academy Programme is to connect (people and ideas), share (knowledge and experiences), spotlight (teachers and education innovations and experiment (for instance in the Teaching Lab).

The Teaching Academy Programme has two large sub-programmes: the Initiative on Innovation in Delft Engineering Education (IDEE) and Kick-start your teaching. IDEE is a programme in which research and innovation are blended within current TUD, cross-faculty themes. These five themes are enriched with PhDs and Postdocs. Kick-start your teaching is a programme for academics new to their teaching role. The programme

is designed to allow new teachers to accrue the knowledge and skills they need to start teaching, actively engage them in the teaching community and give them a good start in developing their teaching identity.

Alongside these two programmes, the Teaching Academy programme organises a diversity of events, including the TUD Education Day, facilitates cross-faculty teaching communities, supervises grants and awards, publishes the TUD teaching newsletter The Educator, and focuses actively on providing a positive experience for teachers.

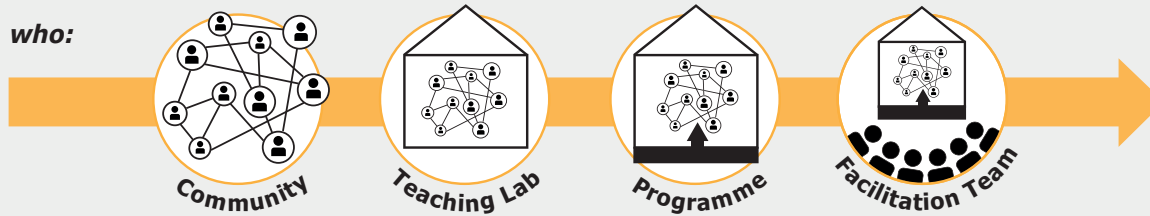
“Bright Alone, Brilliant Together” – that is what we believe in within the Teaching Academy. Working together to create and expand a movement in which we can strengthen engineering education, stimulate education innovations and recognise and reward our teaching professionals.

TU Delft Teaching Academy

Bright alone, brilliant together

why: Collaboratively enhance engineering education & drive education innovations across borders

who:



how:

- Connect
- Share
- Spotlight
- Experiment

what:

IDEE	Kick-start Teaching	Events	Communities	Grants & Awards
Initiative on innovation in Delft Engineering Education	Introductory sessions	Education Day	Teaching Academy Panel	Leermeesterprijs Professor of Excellence Award
Theme: Students taking responsibility for their own learning process	Sessions on current Topics/Masterclasses	Meet & Eat	Programme Directors	TU Delft Education Fellows
	Podcast	Edu. Conversation	Focus on Education Group	Educator of the Year
Theme: Retention of knowledge & skills	Tunder; peer-to-peer matching	Journal Club	Student Pool: Cocreating in Education innovation	TU Delft Education Team Award
Theme: Future Engineering Skills	Online modules	Exchange day(s)	Educator Driven Special Interest Groups	Process guidance SoTL Comenius NL Educator of the Year 'Onderwijspremie'
2024: 2 more Themes		100 days of ...		
		Sessions driven/initiated by educators		

Experience Design and Communication

- Teaching Lab DIY Multimedia
- Newsletter
- LinkedIn
- Website
- Whitepapers
- Teaching Lab/Academy Designs

3.4 | Teaching & Learning Fellowship Universiteit Twente

Cindy Poortman, Associate Professor and 4TU.CEE lead at the University of Twente

The T&L Fellowship is a programme for recognising, furthering and rewarding teaching excellence. The Teaching & Learning Fellowship is meant as an opportunity for staff to

- **innovate teaching in an evidence-informed way**
- **meet and learn with teachers from other faculties**
- **contribute to the scholarship of teaching at the university.**

In this way, participants are meant to be stimulated to pioneer in educational R&D activities that can both advance their own professional development but also help improve education regarding aspects that are on the educational agenda of the university, connected to the university's vision.

For the past years, faculties were invited to nominate one fellow, and in addition two senior fellows in total were appointed. Senior fellows could also be nominated by the faculties but were selected by the University 4TU.CEE centre organising the programme. Faculties are free to select candidates using their own procedure, given the main criteria/recommendations in terms of time spent and main goals. Senior University Teaching Qualification was recommended as prior experience, but not mandatory.

The faculty fellows are intended to target their own education and

disseminate the results university-wide. The senior fellows are also meant to address impact beyond their own educational setting. The fellowship is not a professional development 'course' and is therefore also not assessed as such. Apart from the criterion that their approach should be evidence-informed and they should be able to spend one day a week for two years, the only other criterion was to disseminate their findings (e.g., in university events about educational innovation and/or teaching excellence, at conferences such as SEFI or national conferences, in education meetings or study days).

To support knowledge exchange and community feeling, each cohort had a common theme.

The first cohort of T&L Fellows started in 2021 and was focused on Challenge Based Learning at the course, programme and inter-programme level. The fellows focused on CBL design principles and what it takes to work on these levels to integrate the CBL framework in education. They organised and participated in conferences and workshops (including some of the 4TU.CEE CBL webinars), won grants and awards, and gained valuable insights in CBL implementation at the UT. The fellowship was completed by a CBL symposium for a large audience in November 2023.

In 2022, the second group of seven fellows started; their theme is Digitalisation of Education. They will organise their concluding event on October 10. The theme of the latest cohort, that started in 2024, is Building Inclusive Communities.



To support the fellows in their activities, CEE provides the resources to meet (every 6-8 weeks) to share knowledge and experiences and work on collaborative goals, if applicable. Fellows also have a coach and the opportunity to discuss their plans and progress.

Fellows are expected to spend (on average) one day per week on their fellowship for 2 years. They may use the title of their Fellowship for an additional year for dissemination purposes. To determine how the Fellowship programme should be continued after the first pilot years, an evaluation study was carried out.

Results showed that most participants in the fellowship (partly) agree that the fellowship is interesting, engaging, and that they benefitted from it. They are (very) satisfied about the supportive atmosphere in their Fellows group, and examples at the learning level are about knowledge about the theme (e.g., CBL) and its applicability, but also about systems and support at the university. Most first cohort fellows reported they had already changed their teaching as a result of the fellowship; the second cohort reported to be in progress with this.

The question about receiving support to change/improve their teaching was answered least positive; at the same time, for most change/implementation was also still work in progress or at least not yet entirely completed. At the organisation level, Fellows gave examples of having become part of a steering group, or playing a larger or more explicit role in their within-faculty teaching community. Feedback about the programme concerning

coherence among topics (in relation to the common theme), visibility, institutional support and change processes was offered.

“Results showed that most participants in the fellowship (partly) agree that the fellowship is interesting, engaging, and that they benefitted from it.”

The education directors were mostly positive in their perception of the fellowship programme. They all felt, for example, that it should be continued after the pilot period.

At the same time, they were all reflective about how fellows could be more supported (both by the directors themselves and in general) to fulfil ambitions both at the individual and faculty level. Community, visibility, and fellows as ‘innovation brokers’ were addressed more explicitly by the education directors than apparent in the perceptions of the participants.

In line with most of the feedback aspects of the fellows, however, education directors offered feedback to enhance selection and theme (balance of common theme with faculty connection and individual interests), visibility, brokerage (i.e. to support knowledge sharing, networking, about evidence-informed teaching innovation) and related support for fellows, as well as attention for time pressure and recognising and rewarding teaching. The fellowship provides input for further developing recognising and rewarding at the university.

For the SEFI paper including this study see:
https://arrow.tudublin.ie/sefi2023_respap/78



4 | Shaping Educational Culture: Stories and Advice from Ten Stakeholders



Ilke Ercan | Delft University of Technology



Ilke Ercan

Ilke is an Associate Profesör of the Electrical Engineering, Mathematics and Computer Science faculty at TU Delft. Her contributions to her field and the university have been consistently recognised over the years: In November 2022, Ilke became a TU Delft Education Fellow; in May 2023, she was promoted to Associate Professor with a focus on education; and in August 2023, she became the chair of the EEE section and was appointed an Education Fellow.

As a junior researcher at Boğaziçi University in Istanbul, Ilke dedicated significant effort to making research an integral part of education. Since then, she has been proud to have BSc students as co-authors in all her journal papers. Later in her career, Ilke joined the University College Roosevelt in Middelburg, where she contributed to the launch of the Engineering Department in a Liberal Arts and Sciences (LAS) setting by developing a curriculum, coordinating the Electronics track and teaching courses in the Engineering and Science Department as an Associate Professor.

In March 2021, Ilke became a member of the EEMCS faculty of TU Delft as Principal Educator in the Electrical Engineering Education (EEE) section of the Department of Microelectronics at TU Delft. She is also the founder and faculty co-advisor of the affinity group of the IEEE (Institute of Electrical and Electronics Engineers) Women in Engineering.

Is there a shift towards a teaching culture at Delft? What is your experience?

“I was very excited to accept the Principal Educator position as I saw it as a unique opportunity to realise my passion to blend LAS and TU approaches together. The possibilities inherent to the broadness of the title allowed me to propose the Bridging the Gaps in Electrical Engineering Education fellowship project, develop a course from scratch in the new BSc EE curriculum, and take initiatives for a more diverse, inclusive, and safe working environment for everybody. I understood much later that some colleagues saw this position as a “stepping down” whereas it was simply stepping out of boxes imposed on us by titles. Currently, chairing the EEE group gives me the opportunity to hold the same space for my team to take novel initiatives that improve the educational climate for undergraduate students, e.g. by integrating academic skills and personal leadership in the 1st year’s curriculum to increase retention rates and student engagement.

Surprisingly, we experience opposition and struggles with colleagues outside our group that make us have to fight to do our job properly. Quite a lot of time is lost in devising and implementing workarounds. I know that those particular colleagues are willing to improve the

“Quite a lot of time is lost in devising and implementing workarounds (...) because of rules that are rigidly followed and policies that could not be changed. I put a lot of effort into finding a middle way, which could also be facilitated by the institution.”

study climate too, but they sometimes work against us because of rules that are rigidly followed and policies that could not be changed. I put a lot of effort into finding a middle way, which could also be facilitated by the institution.

In spite of these hurdles, I keep on working and striving because there are plenty of people who share similar objectives and are open to team up, both inside and outside the faculty. Through my education fellowship, I am able to carry out my project (Bridging the Gap in Electrical Engineering Education) and be part of a community where education enthusiasts from all corners of the university work together to innovate and improve education.”

Anything else you'd like to highlight?

“To stimulate a culture of education, faculty management could look to provide more spaces and opportunities to meet and collaborate in a community of education pioneers and enthusiasts, without the constraints of policies and rules and in a safe environment. Faculty management should help integrate the work educators pursue in these wider networks and support proposed innovations without restrictions imposed by faculty policies.”

Fulya Kula | University of Twente



Fulya Kula

Fulya is an Assistant Professor at the Faculty of Electrical Engineering, Computer Science and Mathematics of Twente University (UT). She is also a senior Teaching & Learning Fellow at UT. The Bridging Math project she developed is highly appreciated as an educational innovation, which contributed to Fulya's promotion to UD in April 2024.

As a result of the development and implementation of an innovation in her teaching, Fulya believes that there is growing appreciation and recognition for education. She feels

this recognition more strongly from 4TU.CEE, which funds the Bridging Math programme. For her promotion, she had to fill out a form and was interviewed by a committee.

The criteria required to become Associate Professor (UHD) are unclear for her case. It's rather that the mathematics research appointment in her department is not necessarily defined in a way that aligns with her work in teaching mathematics and researching mathematics education.

In your experience, is there a shift towards a teaching culture at Twente?

"I love teaching and would like to participate in discussions about educational innovations/improvements. However, the breadth of discussions in this area can sometimes make it unclear to me where they are taking place and with whom. I have plenty of ideas and try to find ways to share them to get the support needed to realise them. I started the 'Fermat group' together with two colleagues, it's group focused research on and innovations in mathematics education. We want to be a dynamic hub for advancing mathematics education and collaboration, and we are looking for support in this area. Additionally, we want to collaborate more with like-minded teachers but lack the time to seek them out actively."

Any advice on how the educational culture at Twente could be improved?

"Because the balance between research and education still gives more weight to research, it is not self-evident to talk about education. It does happen, but finding like-minded individuals takes a lot of effort and time; when you do meet someone, it feels like a coincidence. A lot is happening at CES (Centre for Educational Support) and CELT (Centre of Expertise in Learning & Teaching) around the challenge of 'finding time to be more involved'. It would help to have more communication and visibility of educational innovation and improvement, for example by clearly profiling all that is happening. For example, the Teacher Culture Survey and Teaching Framework by Ruth Graham: I am unfamiliar with it and would like to hear more about it. Additionally, it would be good to give more recognition to pioneers in education and clarify what is needed to make career steps. Ensure that policy better permeates the work floor in this respect."

Martin Sand | Delft University of Technology

Udo Pesch | Delft University of Technology



Martin Sand



Udo Pesch

Martin is an assistant professor and tenure tracker (TT) with a focus on teaching. Udo is his supervisor and head of the Ethics and Philosophy of Technology Section, Department of Values, Technology and Innovation in the Faculty of Technology, Policy & Management (TBM).

The Ethics section is large and has five tenure trackers on staff who focus on teaching. It is traditionally a teaching section; students from all courses

take Ethics and Philosophy of Technology, both at the BSc and MSc levels. The section provides compulsory and optional subjects and takes part in various minors and massive open online courses (MOOCs). The teaching aims to provide students with the necessary cognitive skills and knowledge to make considered and well-founded judgments and decisions about engineering practice and the implications of technology for society.

Is there a shift toward a teaching culture at Delft? What are your experiences?

“I explored this with various educators in a podcast series, ‘Adventures in Teaching’ because I observed that reflecting on the different aspects of being a teacher was difficult and often neglected, even though it is an important part of being or becoming a good teacher. What is ‘teacher identity’ and how do you find it? What difficulties do educators encounter, and what makes a good teacher? Through conversations and contact with many other teachers, I became aware that good teachers I really looked up to had also struggled at first and that if you put your mind to it, you can become a good teacher.

It is difficult to assess teaching performance, as the indicators used to assess teachers tend to be qualitative and diverse. The burden of proof rests with the teacher, and there are not enough benchmarks. Udo assesses his tenure trackers individually. He sees his role as a manager as one that should provide the best possible support to each individual in their development. He gives them the space, freedom, and autonomy they need to discover how to become successful. Many universities and decision makers agree on the recognition and rewards policy. However,



for non-standard programmes, as in the case of Tenure Trackers with a focus on teaching, it is still particularly difficult in some cases to come up with unambiguous promotion criteria. The various parties involved in a promotion might find themselves in dispute about what achievements to incorporate in an assessment and how to assess them. The Academic Career Track, developed by the central Recognition & Rewards programme, does provide guidance. The fact that not everything in this process is running smoothly yet is inherent to the stage in which the processes currently stand."

How could the teaching culture at Delft be improved? Do you have any advice?

It is difficult to transform the culture into one of teaching; the assessment indicators for academics are still too heavily focused on research. Udo and Martin would advise the following:

- Steps are being taken in the right direction, but more time and money for teaching are needed to break the vicious circle of lack of capacity, increased workload, and decreased quality.
- Appoint more tenure trackers with a focus on teaching, give them time to apply for scholarships, e.g. Comenius, and give them freedom to develop.
- Improve the onboarding of new teachers and give more signs of appreciation, even if they are small.
- At an institutional level, community building in the Teaching Academy is well organised; do more at the faculty level to create and sustain the community.

Alexia Luising | Delft University of Technology



Alexia is the training team lead and coordinator of the University Teaching Qualification (BKO) and the Leiden-Delft-Erasmus Educational Leadership Programme (LOL) at TU Delft. The programmes Alexia coordinates are developed and delivered by Teaching Support, a service offered by the Teaching & Learning Services (TLS) department. Following the pilot in 2023, the Senior Teaching Qualification (SKO) has been offered since September 2024.

Is there a shift toward a teaching culture at Delft? What are your experiences?

“The BKO focuses on developing competencies in course design, teaching, student supervision, assessment, evaluation, and professional development. All new academic staff with teaching responsibilities participate in this professional development programme. The LOL is intended for colleagues with leadership or coordination roles in education, such as programme directors responsible for an entire programme or a portion of it. These colleagues carry significant responsibility, often driving educational policy, innovations, and curriculum

renewal, sometimes in addition to their existing duties. Managing such processes requires time and often new skills and knowledge, such as change management and educational theory.

A key goal of the LOL is to provide a safe learning environment where participants can develop and find solutions to their educational challenges. Participants work on an educational innovation project and get space to explore ideas, brainstorm, and consult with experts. There’s also room to share successes and failures. Creating a safe environment is essential, allowing participants to find their own path to leadership and connect with their faculty’s culture.”

Alexia observes that the culture at TU Delft is not uniformly focused on teaching. Attention to teaching varies by faculty and department. “Programmes like the BKO, SKO, and LOL can help connect these ‘islands.’ By offering participants a space to share experiences, brainstorm, and inspire one another, they become more aware of each other’s work, fostering collaboration on educational innovations and disseminating their ideas. The network remains intact, and LOL participants continue to connect, not only within TU Delft but also with colleagues from EUR and Leiden.”

How could the teaching culture at Delft be improved? Do you have any advice?

“The training programmes and workshops Teaching & Learning Services offers, can be part of the solution. While this can help in small ways, the question remains whether it brings about structural cultural change.

“For a sustainable solution, it is essential to focus on the transfer of learning and create the conditions for a safe learning environment for teachers and educational leaders, with room for everyone’s ideas and, importantly, time for discussions about teaching.”

For a sustainable solution, it is essential to focus on the transfer of learning and create the conditions for a safe learning environment for teachers and educational leaders, with room for everyone’s ideas and, importantly, time for discussions about teaching.

Pairing new teachers with an experienced buddy and involving their supervisor benefits everyone. The ‘junior’ teachers receive guidance and can develop with greater confidence, the experienced teachers gain fresh insights from newcomers, and the manager can share successes with other colleagues and possibly implement them.

It’s also important to frame education positively and celebrate successes extensively. Appointing teaching professors, mentors, and education fellows is a good step in this direction.”

Is there anything else you would like to highlight?

“Good teaching and improving it require energy and a willingness to change. Change can sometimes provoke resistance. Teaching teams and management need confidence to implement and evaluate innovations. The BKO, and especially the LOL, aim to help participants develop this confidence by teaching them how to make well-informed pedagogical choices and involve all stakeholders.

Sharing experiences with like-minded colleagues in similar roles and learning from experts and role models boosts confidence that success is achievable. The importance of a safe environment to learn from and with each other applies not only to the programme directors in the LOL but also to new teachers in the BKO and more senior teachers in the SKO. After all, teaching and improving education is not an individual process—it’s teamwork!”

Rachelle Kamp | Eindhoven University of Technology

Julma Braat | Eindhoven University of Technology



Rachelle Kamp is the team leader of the Teaching Professionalisation Team (TEACH) at Eindhoven University of Technology (TU/e). The Teaching Professionalisation Team is part of the Human Resources Management (HRM) department and is responsible for developing and delivering teaching professionalisation interventions (training programmes, workshops, coaching, etc.) that promote the professional development of academic teaching staff. A key example

is the University Teaching Qualification (BKO) programme, in which all new academic teaching staff participate. In addition, TEACH develops programmes and standalone offerings to support the continuous development of teaching academics.

| 47

Julma Braat is a policy advisor for Career & Performance within the HRM department and is the project leader for the Recognition & Rewards programme at TU/e. She is responsible for policy development related to academic career paths and its implementation. She is also involved in improving academic evaluation procedures as secretary of the Interfaculty Committees, which creates coherence between the principles and goals of Recognition & Rewards and the university's vision on careers at TU/e.

Julma and Rachelle work closely on HRM projects focused on educational career paths and the recognition and reward of teaching performance.

Is there a shift toward a teaching culture at Eindhoven? What are your experiences?

"Yes, definitely. We've noticed that teaching is increasingly being discussed. For example, we're now working with a 'biographical sketch', a template for assistant, associate, and full professors to prepare for their BAC (Assessment Advisory Committee). It's a narrative CV supported by indicators where they can shape their academic identity, demonstrate their experience in teaching, and outline their vision. This approach places less emphasis

on research performance alone and creates more equal recognition of teaching contributions. It also shifts the focus from quantity to quality.

It is also easier to develop dynamic and individualised career paths. We noticed that teaching academics were hesitant to choose a teaching-focused profile out of fear of getting stuck. That's why we're now working to develop truly dynamic and flexible career paths, where we go beyond just creating new profiles, allowing more room for individualised career trajectories. This also includes composing evaluation committees that align with a person's academic identity

Another positive development is the establishment of the Academy of Learning & Teaching (ALT). This network of TU/e educational professionals (academic teachers, educational advisors, trainers, etc.) is focused on the ongoing development of education at TU/e. It includes setting up learning communities, jointly developing teaching professionalisation offerings, and disseminating educational research. Learning from and with each other is central here.

A third development contributing to the teaching culture is that our university has recently established a policy for teaching career paths. This policy concerns a growing group of academic teachers without research duties, who focus primarily on developing and delivering education. The policy document clearly outlines this group's career paths and development opportunities, contributing to better recognition and appreciation of these academic teachers."

"We noticed that teaching academics were hesitant to choose a teaching-focused profile out of fear of getting stuck."

*How could the teaching culture at Eindhoven be enhanced?
Do you have any advice?*

"We've observed that teaching academics are keen to develop their teaching knowledge and skills further. They see the value, yet the main barrier cited is limited time. Therefore, it's important to give teaching academics time to develop as educators. The next step is to make professional development and teaching performance a more prominent topic during annual and development discussions between academic teachers and their supervisors. It needs to become a more frequent subject of conversation. To this end, we aim to develop the annual discussion into more of a dialogue with supervisors, focusing less on past performance and more on future development."

Anything else you'd like to highlight?

"We'd like to emphasise the incredibly valuable role that academic teachers play. At the same time, this role requires growth through trial and error. Becoming a good teacher takes time and courage, so we believe it's especially important to give them the time, space, and, above all, recognition as full and valued members of the team."

Marlies Oude Bos | University of Twente



Marlies Oude Bos

Marlies is a policy advisor for Talent & Development, at the University of Twente (UT). Marlies has been a policy advisor for talent and development in the Central HR Department for 18 months. Before that, she spent over 10 years in various HR positions in different faculties. In those positions, she was a member of various evaluation committees and can therefore share experiences from different perspectives.

Marlies can see that steps are being taken towards a more teaching-minded culture. Changes are being

implemented gradually. Pilots have been and will be conducted as part of the Recognition & Rewards initiative. An example is the Talent Map 3.0, which provides the option of choosing a focused career path and a traditional one.

In your experience, is there a shift toward a teaching culture at Twente?

“In the last few years, we have seen the appointment of a number of professors with a greater focus on teaching. The awareness generated

by the Recognition and Rewards initiative has certainly helped here. I think it has helped to ‘see’ these people more across the full range of their positions. Before this, I think this something people struggled with, even though these people were highly visible in the organisation. The focus used to be more on citations, the h-index, and secured projects and if you did not meet those expectations, you could excel in another field. However, a promotion, certainly to a full professorship, would still be quite difficult. Now, you can see that a different mindset towards which talents contribute to being a “good” professor is slowly emerging.

The challenge in taking further steps is to actually put into practice the policies that give direction to a more teaching-minded culture. Both the assessors and those being assessed need clear frameworks and guidelines. One example of this: what are the criteria for determining whether someone is performing well as an associate professor/professor (UHD/HL) in a more teaching-focused career? Development and implementation of these frameworks and criteria are progressing slowly but surely. I’m optimistic: in the medium term (2-3 years), I expect improvement to be noticeable at all levels. People will be used to working with and assessing focused career paths by then.”

Any advice on how could the teaching culture at Twente could be improved?

“Focus on good leadership. Make sure managers consider the whole person with all their talents and qualities. It is important that managers are able to see what their people really need to thrive. Ideally, we want managers to challenge their employees to take control of their own careers.

Furthermore, it is vital that managers appreciate the value of a diverse and inclusive team. For this, managers need to be able to adapt their leadership style to suit the individual, the team and the situation. In order to help our managers grow in this area, the UT has been investing heavily in leadership skills for a number of years, for example, through the introduction of a development programme and the UT Leadership Framework.

It is also important to provide support with the right information and tools. Support leaders, committee members and academics who wish to pursue a career with a clearly defined framework so that they understand what is needed for the next step on the career ladder.

As far as committees are concerned, in my experience, evaluation committees are extremely careful about promotions. A promotion makes someone a representative of the UT at a particular level. When evaluating a promotion, they look for 'evidence' that it is really justified. In the old, more quantitative evaluation method, this justification was somewhat simpler. In the 'new' evaluation method, this evidence remains important. So, the question is: how do we help committee members to say with confidence, 'Yes, this colleague really deserves the position of UHD or professor?'

Another aspect to be considered is the unconscious 'like-me' bias. We are all naturally inclined to prefer people 'like me'. This is not malicious intent, but it does happen. It would help if we make leaders and members

of evaluation committees aware of this and provide them with the tools and guidance to avoid it. We have had good experiences in this respect with the use of gender bias training designed to make people aware of their unconscious bias and reactions based on the gender of an applicant or a colleague in line for promotion."

Is there anything else you would like to address?

"Naturally, we are all impatient. It seems to take a long time for anything to really change, and of course there is also truth in that. It takes time. But I don't think that's strange. The culture change envisaged in the context of the Recognition and Rewards initiative really affects what is considered to be the essence of being an academic.

In this interview, we focus on teaching careers, but that is, of course, just one small piece of the bigger picture. It is about much more than just evaluating careers based on teaching, research, or valorisation. It is also about how we make the results of academic research as open and transparent as possible and about seeking independent partnerships to maximise synergy. It is about a change in leadership, social safety, and treating each other differently. It really is a huge change and that takes time."

Rob Mestrom | Eindhoven University of Technology



Rob Mestrom

Rob is an assistant professor in the Electromagnetics group of the Electrical Engineering faculty at Eindhoven University of Technology (TU/e). He is a Principal Investigator in neurostimulation, working on biomedical applications of electromagnetism. His passion lies in teaching and promoting innovative education.

After his postdoc, Rob coordinated the Automotive Bachelor's programme for five years. He is a pioneer in renewing undergraduate education in his department and is involved

in the university-wide Continuous Professional Development (CPD) programme. Rob has been named best lecturer for a large second-year course three times. Additionally, he serves on the faculty's assessment committee for staff, where he evaluates candidates' teaching skills. Rob is also the lead lecturer for a first-year physics course and co-teaches a mathematics course. In short, he is an academic with a strong dedication to education.

Is there a shift towards a teaching culture at Eindhoven? What are your experiences?

"Our (recently appointed) dean is very education-minded and encourages me to pursue my promotion to associate professor (UHD) with a teaching profile rather than the more traditional research-focused route. This is pioneering work because Appointment Advisory Committees (BACs) are still figuring out how to evaluate people with a teaching profile. What metrics should be used? The impact of a teaching innovator is different from that of a researcher. What constitutes "good teaching" can vary by sector, institution, and department, making the impact more local but no less valuable. It should be better recognised that those engaged in university-wide educational innovation have an equally significant impact as researchers whose work is acknowledged internationally through publications. However, there are no clear frameworks yet, which has advantages and disadvantages.

At TU/e, promotion dossiers require a narrative covering research, teaching, and valorisation/leadership. Each component must make up 20% of the narrative, with up to 40% focused on the candidate's chosen area of emphasis.

The plan to adapt the composition of BACs according to the chosen focus is a very positive development. It is crucial to feel supported by your dean and programme director. Our department is ahead of others at TU/e because our dean and programme director explicitly value education. Established two years ago, the Academy for Learning & Teaching (ALT)

Academic career paths UD1/UHD/HL

DRAFT VERSION



provides a space for faculty across departments to share experiences and exchange educational innovations, significantly contributing to a teaching-oriented culture. ALT is also developing a CPD programme that provides opportunities for faculty development beyond the Basic Teaching Qualification (BKO). The Senior Teaching Qualification (SKO) and Leadership in Education (LOL) are endpoints, but the ALT offers much more in between.”

Any advice on how the teaching culture at Eindhoven could be enhanced?
Rob offers the following tips for educators:

- Participate in activities offered by the Academy for Learning & Teaching. Take the initiative to profile yourself and increase your impact in education.
- Seek out external platforms or networks that foster educational innovations, such as the STEM-CPD summer school, which promotes student-centred teaching and leadership in innovation within STEM disciplines. Bring knowledge and experiences back to your institution or department, and share them with colleagues to advance educational innovation.
- Show initiative and leadership and engage your colleagues in new projects.

For departments, Rob advises paying attention to what group members are good at and passionate about.

“By aligning tasks at the department level and balancing teaching and research, you can create a strong and diverse team of motivated people. Allow individuals the time and space to do what they excel at. Those who take on the less glamorous tasks, such as teaching large undergraduate courses, should receive equal recognition and spotlight as those conducting groundbreaking research. Their enthusiasm can be infectious and inspire the entire group.”

Rob advises faculty management to allow and encourage departments to foster this balance. The workload is high, but being more flexible with task allocation could create some breathing room.

Is there anything else you'd like to highlight?

“Educators aiming to build a profile in teaching innovation should demonstrate leadership by involving colleagues in new initiatives. At the universities of Aveiro and Utrecht, peer observation programmes allow educators to observe each other’s teaching for inspiration. I proposed introducing this at TU/e, where it will be implemented soon.”

Jet Vervoort | Wageningen University & Research



Jet is an Education Fellow at the Laboratory of Nematology at Wageningen University & Research (WUR). After her PhD defence, Jet started as Lecturer 4. In accordance with the 'regular procedure', she was promoted to Lecturer 3. Later, in line with the new Educational Career Path procedure at that time, she was subsequently promoted to Lecturer 2.

When the Educational Career Path (ECP) started at Wageningen University & Research (WUR) around 2020, few people besides the ECP working group knew what it entailed exactly. At that time, Geert

Smant, who was in the ECP working group, became the chairholder of Jet's chair group (Nematology). As a result, Jet had the opportunity to act as a sounding board during the development and implementation of the ECP.

In your experience, is there a shift towards a teaching culture at Wageningen?

"Because the Nematology department provides many subjects on all kinds of courses, the department is very 'education minded'. Our group and

chairholder provide a very supportive environment where I can develop and establish myself as a teacher. I am aware that I shouldn't take this for granted. In other places, teachers feel less supported or recognised.

Creating a teaching-minded culture should not exclusively be the responsibility of a single chairgroup. One way to reduce that dependency is to focus more on facilitating initiatives where teachers can meet, be inspired, and receive support. In the past, my colleagues and I launched such an initiative with the support of our director of education. For a few years, we organised theme-based meetings for lecturers. People had a chance to exchange experiences and get inspired, but the themes started to overlap with teacher-trainer topics and our initiative was sometimes used as 'lecturer representatives', even though only relatively small group of lecturers was actually involved. Recently, the initiative has been reinvented by a group of lecturers in a different form. It would be extremely useful to discuss the form of such initiatives with other institutions. I think it would be valuable to learn how to set up a facility such as this from other institutions, what we should consider, and what to avoid.

The hiring of more full-time teachers is a step in the right direction. However, these people, particularly those with a Lecturer 4 profile, should not feel they have to take only the, 'teaching chores'. Acknowledge and reward teachers from the start of their careers and give them time to professionalise."

“Creating a teaching-minded culture should not exclusively be the responsibility of a single chairgroup. One way to reduce that dependency is to focus more on facilitating initiatives where teachers can meet, be inspired, and receive support.”

How could the teaching culture at Wageningen be improved? Do you have any advice?

“Last year, together with a fellow lecturer from another department, Blair van Pelt, I set up intervision groups for teachers. It is vital that teachers share what they consider important with their peers, find ways to incorporate that into their work, and share how they can shape their careers, even in a less teaching-minded environments. Lecturers should be encouraged to take part in these intervision groups.

Organising annual or semi-annual vision sessions for teachers would also be very useful. Using the WUR Academic Career Framework, teachers can share examples of how they shaped their development and their plans. It is extremely valuable and inspiring to explore with each other and maybe discover that you do meet the framework criteria in your own way.”

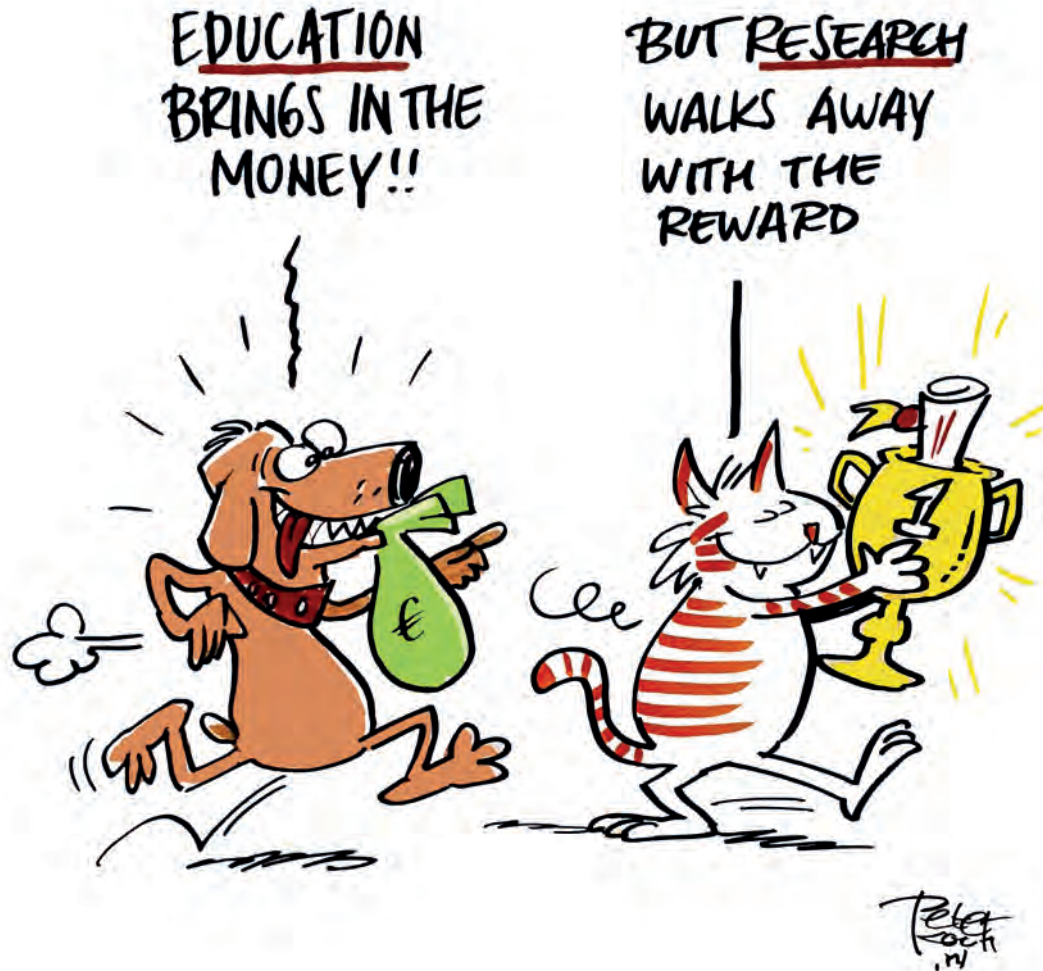
Is there anything else you would like to address?

“There is insufficient exchange between institutions. To address this, give teachers the time and space to meet, share information, and inspire each other inside and outside the institution. This kind of interaction must be a core task for teachers and also valued as such by the institution.”





5 | Advancing University Teaching and Educational Careers:
Final Event Sector Plan Project 2B | 9 October 2024



5.1 | Plenary sessions

On October 9, 4TU.CEE organised the national event Room for Everyone's Educational Talent to celebrate the results of the 'Sectorplan Onderwijs Bèatechniek' (sector plan for STEM education in the Netherlands). Remon Rooij and Perry den Brok, the chairs of the event, introduced the topic.

The Advancing University Teaching and Educational Careers Sector Plan Project was started in 2020. The project served to map current developments and collect best practices in this respect, to inspire universities. During the event, the results found were presented and concrete actions to further improve an educational culture were discussed.

The event started with three short plenary keynotes and reflections, namely a starting reflection by Tom Veldkamp (1), a keynote by Perry den Brok (2) and a report on reactions to the 4TU.CEE advice on advancing education careers by Remon Rooij (3). The content of these contributions is briefly presented in the next sections of this report.

5.1.1 Reflection of a university administrator: Tom Veldkamp (Twente University)

University of Twente rector and chairman of the 4TU board of education Tom Veldkamp, reflected on how the perspective on academic evaluation has changed in the past twelve years, while at the same time it is difficult to change the mindset of academic institutions.



This also applies to 4TU specifically because of the large focus of these universities on research. At the same time the need for a more fair system rewarding both great teaching and research was felt by all.

Compared to before, (interdisciplinary) collaboration and communication with stakeholders from different disciplines has become much more important in engineering (education). The open attitude to collaborate and solve problems is really present within 4TU, despite differences between local contexts. "Without students there's no university": teaching and learning are incredibly important. Formally there is a growing emphasis on education, but no broad culture change has yet taken place.

Tom discussed how the 4TU.CEE advice 'Room for everyone's educational talent' was applied so far at the UT, of which a new Talent map to support academics in designing their career paths is one of the most recent developments. He suggested, according to the advice, to JUST DO IT!

- Provide individual staff members and their supervisors with the concrete tools to document and share teaching achievements and evidence.

- Train faculty management teams, career committees, and section and department heads on Recognition & Rewards, focusing on education.
- Highlight staff members who serve as role models in teaching and demonstrate how their achievements and evidence have been meaningful.
- Support and inspire education as a topic during professorship appointments.
- Connect teaching and research.

At the same time, long-term strategic planning needs to be in place. For example, department chairs should consider what is needed for their team for the long term, and support staff to make these steps. How do teams have an impact, combining research and education, is the key question. The takeaway message: it takes time!

The slides of Tom's presentation can be found [here](#).

5.1.2 Keynote Perry den Brok (Wageningen University)

Perry provided a short keynote on *'Teacher learning in the context of educational innovation'*. Education innovation is needed to cope with the internal and external challenges of universities and the fields graduates go to, and in this sense (continuous) education innovation is both a context in which teachers shape their careers as well as a driver behind their careers.

The higher levels of the Graham model and career trajectories often focus on or contain innovation, both in terms of changed pedagogies and practices of teachers as well as their capacities to lead innovations and evaluate or disseminate their effects.

Perry reported on three recent or ongoing projects that focused on the role of innovation in teacher learning. The first project was the [Teachers2Learn project](#). This project included a literature review and a case comparison, and [found three constellations](#) in which innovation, professional development and teacher learning occur. These three constellations are (1) implementing a known innovation and using professional development as a tool towards this goal with learning as the outcome of this professional development; (2) supporting professional development with letting the actual innovation open and; (3) supporting innovation by giving teachers time/resources for their own innovations with teacher learning as a potential side product or outcome. An example of the first might be the implementation of challenge based learning with CBL professional development geared to it; an example of the second might be setting up a professional learning community around a certain topic such as assessment; an example of the third would be an education innovation grant.



The second project entailed setting up a set of recommendations for professional learning communities in higher education, based on a review of literature on this topic and good practices. These recommendations show that several conditions and requirements need to be met, both before starting a PLC, during the process of a PLC and after a PLC has produced outcomes. The recommendations include choosing the proper type or approach of working of PLC, support by leadership, sufficient resources, an adequate composition, trust and sense of community, deep conversation with input by all members, assigning relevant roles in the team for moderation and chairing, evaluating the ways of working and disseminating outcomes. A PLC is not about just bringing teachers together to exchange, it involves a shared focus, a structured and data/evidence driven approach, including reflection.

The third project focused on the evaluation of education innovation grant projects and the resulting recommendation from this project. Again, the findings showed that just providing money/resources/time is not sufficient. Relevant recommendations to stimulate learning and sustained innovation are to have a structured application procedure and form, allow for some freedom in topics, go beyond intuition and include data/evidence and underpinning of approaches and goals, include evaluation activities, and ensure dissemination. Combining grants with professional learning communities may even further enhance developments.

Perry's presentation can be found [here](#).

5.1.3 Remon Rooij - Room for everyone's educational talent: responses from our community



Remon provided a short keynote on responses from our community to our 4TU.CEE's rectors advice 'Room for everyone's educational talent'. Since its publication in August 2023, Remon talked to many different kinds of stakeholders about the advice, in particular in his own Delft environment.

The rectors gave 4TU.CEE the room to do so, as they also saw the value of widely disseminating and discussing the advice, the six recommendations, and the many concrete action points that can be found in the document that is available in English and in Dutch. An overarching positive comment on the advice that the different stakeholders agreed on was that the proposed action points under the six recommendations are really concrete and multi-stakeholder oriented.

Remon presented in brief the responses of these stakeholders to whom he had spoken:

- *The Rectors:* Spread the word! This is what we also want. Be aware that there will be local differences, between and within institutes. And we are okay with differences. It is hard for us to force departmental leaders to promote or propose colleagues (who emphasise teaching and learning in their track) for promotion. That is not our role. Is it an idea to get rid of the Lecturer/Docent and Researcher/Onderzoeker UFO profiles, and 'just' have Assistant, Associate and Full Professorship profiles?
- *The Deans:* We are very open to this new policy of diversifying career paths, and we are looking for ways to deal with it. It is hard for us to force departmental leaders to promote or propose colleagues (who emphasise teaching and learning in their track) for promotion. That is not our role.
- *The Board of Professors:* We are very open to this new diversifying career paths policy. We might not have all the knowledge about the indicators and evidence strategies for education quality and impact. So, please tell and inform us! We already learn by the fact that you are here in our Board meeting. It is hard for us to force departmental leaders to promote or propose colleagues (who emphasise teaching and learning in their track) for promotion. That is not our role. A few weeks later, a new Board member was installed... an expert on education!
- *The Directors of Study:* Several of our supervisors, leaders, and managers do not understand the difference between teaching achievements (quality and impact) and teaching workload (capacity); that is a huge problem. A Comenius project is about 50k/100k euro; in our department, it is all about multi-million projects; try to 'compete' with that... Colleagues warned me/us that taking up the role of educational leader as director of studies might (meaning: will) frustrate my/our career.
- *The Faculty Career Development Committee:* We are open to this new policy of diversifying career paths, but we don't do things in a rush. Many thanks for the expertise and models you shared with us for indicating and evidencing education quality and impact, e.g., the Teaching Framework by Ruth Graham. We hadn't heard of that before. It is hard for us to force departmental leaders to promote or propose colleagues (who emphasise teaching and learning in their track) for promotion. That is not our role.
- *Assistant and Associate Professors:* SUTQ and the Educational Leadership Programmes help a lot in our professional development and career steps. Every now and then, we doubt how we should spend our time (education-research-valorisation-leadership-organisation) and how to 'read' research. We are even more doubtful about whether our departmental leaders (group or section leader; head of department) support this Recognition & Reward policy and/or know about evidencing teaching and learning quality and impact. My request to add a senior colleague to my Result and Development assessment team with proven expertise in teaching and learning was rejected. My supervisor said: we are not making an exception for you. Simply put, the role of the direct supervisor is crucial.

- *Lecturer / Docent*: There is no clarity about what our university wants with this Lecturer/Docent profile. There is a lot of variety within the institute, faculties, and departments regarding how this profile is perceived, including (the conditions for) career step possibilities. Lecturer 1 / Docent 1 and then what? There is no path for us. We are not considered to be part of the scientific community. In our environment, they talk about the scientific staff versus teaching teams. PhD candidates and postdoctoral researchers are invited to certain scientific staff meetings (besides the Assist./Assoc./ Full Professors) and we are not.
- *Library*: Our group that is responsible for PURE and our institutional Research portal is in our organisation positioned in the research domain; we have a blindspot for teaching. We consistently use words such as researcher (instead of Assist./Assoc./Full Professor), research output (instead of research and teaching output, or just academic output), research unit (instead of academic or organisational unit).
- *HR*: Diversifying career paths is more than only focus on education. It is hard for us to force departmental leaders to promote or propose colleagues who emphasise teaching and learning for promotion. That is not our role. In Delft, we have just started to develop criteria for Assistant Professors with emphasis on education. If we have tackled that we might (but not sure yet) do this also for the Lecturer profile and trajectory.

Synthesis

The responses –the positive ones and the more critical ones – were both consistent and persistent. Recognition & Reward messages are heard: our colleagues know about the diversifying career path policies but they do not see a lot of changes and difference on the work floor. There is a very positive attitude in higher leadership, management, and career development committees toward the recognition and reward of teaching and learning expertise and impact.

And at the same time they say themselves that they are helped by knowledge, models, and examples that tell them more what it means. (Too) many stakeholders say ‘*it is not our role to...*’ which might hinder quick system and culture changes. It also makes clear the pivotal role of supervisors and heads of groups, sections, and departments – who in 99% of the cases have become professors via research achievements. This worries a lot of academic staff; it needs, according to them, to be addressed and taken up by institutional and faculty leadership.

Remon’s presentation can be found [here](#).

5.2 | Group sessions



The second part of the event consisted of sessions with different bodies together: teachers, managers, strategy & policy staff, HR staff, teacher supervisors/trainers from the four TUs together.

Theme: what do we, or can we do to enable, encourage teaching careers. All groups were asked to define a question or a statement for the expert panel at the end of the event.

5.2.1 Output Support staff session, moderated by Rachelle Kamp & Frikkie Korf

The first breakout with support staff started with a nice warm up round. In groups of 4 we had to come up with as many similarities as you could. A good way to connect people in 5 minutes. Next step was to share on

the Recognition & Rewards teaching related policies and activities at our Universities, and to phrase questions for the expert panel that was planned at the end of the day.

We shared info about initiatives related to the lecturer profile. At the UT there is a pilot for lecturers (docent profile) to grow to lecturer 2 or 1 without having a PhD. In this case the Lecturer provides “evidence” for their connection to research and their ability to bring that across to young scientists. At TU Eindhoven they now have a career path specifically for lecturers.

One of issues we discussed: only 10-15% of all master students stays on to pursue a PhD, from them only 20-30% stays on after the PhD to pursue an academic career. This totals only 2-5% of all university graduates in the Netherland that is going for a long term academic career. The others find

positions outside of academia. Is it really necessary that every University Teacher (be it in the line of Assistant/Associate/Full Professor or in the lecturer profile) has this ability to bring knowledge across from a research perspective?

This is not to say that the latest knowledge and innovations should still be part of every course, but the questions is.. does every “teacher” need to be able to bring across what is actually means to do research? But our question is: Is it really necessary that every Lecturer has that experience (be it by PhD or evidence based)?

The questions we came up with for the panel were:

- How can we empower the communities of teaching staff for further development
- How do we break through the continuum that research is perceived to bring in more “money” and prestige for the scientist and University?
- If you would enter into a focused career path and you focus on education (during a few years in your career) how do make sure that you do not “lag behind” internationally?

5.2.2 Output HR & Policy staff session, moderated by Eveline Allon & Juma Braat

I 63

In this session, participants exchanged knowledge and best practices on how HR/strategy and policy staff can contribute to university educational and teaching careers.

Several opportunities for advancing teaching were identified, such as

- diverse compositions of career committees;
- stimulate professional development of teachers in learning communities;
- incorporate input from HR or strategy into these communities;
- separate academic hierarchy from leadership positions;
- provide learning opportunities by knowledge exchange within regions or with universities of applied sciences.

Concerns were also raised, such as

- the risk of ‘framing’ by explicitly teaching careers whereas research careers still appear to be the standard;
- breaking the cycle that research receives more financial recognition than education;
- the risk to step into a trap internationally, when aspiring a career in education.

5.2.3 Output of Educators session, moderated by Cindy Poortman

In the educator session, participants learnt a lot from exchanging experiences with educators from other institutions. In this session, experiences were shared about how educators notice the improvement in the educational culture measured by the TCS in their daily work. They also discussed their reasons for joining the event, what was already going well and also what obstacles they experience in their institution in R&R.

Last but not least the educators exchanged ideas and questions. They came up with a very nice set of questions or propositions to discuss, both for the expert panel at the end of the day and as input for further discussion within their own institution.

The 3 most mentioned/popular propositions and questions were:

1. The evaluation of the research-education balance, currently assessed at individual level, should be transitioned to departmental or team level
2. How can teachers be supported to grow as educational innovators?
3. There should be a career path for Teaching Professionals (Docenten) from Docent 4 all the way to Professor.

5.2.4 Output Management, strategy & policy staff, moderated by Perry den Brok

I 64

The Management moderation group discussed several issues and solutions or potential measures related to the implementation of the Recognition and Reward policies at the universities, and more in particular education heavy/ education specific career trajectories. We concluded the following:

- There is a need to create 'positions' or 'roles' for those in the different layers of the education career trajectory. This may include leader of larger innovations, programme directorship, coach or trainer of colleagues, education team leaders and so on.
- It is important that at the chair group/section/department levels strategic personnel plans are formulated that contain good/elaborate education developments and needed roles/team members for education and education innovation. These plans form the basis of (new) roles, but also describe the potential and need for education career trajectories.
- Everyone at different levels in the organisation needs to be aware of and acknowledge the rewards on investment on education/education careers. Such rewards may include staff and student well-being, changed/effective education (organisation), attracting new students/influx, improved educational outcomes, sustained innovations (in education).

- Universities need to improve their dissemination and communication channels about education (impact), and it is likely this can happen rather sooner than later. This includes opening outcome channels for education (open education resources, curricular repositories, info on qualifications, education days/festivals, etc.), but also paying much more attention (and thus communication resources) to education and education performance other than student recruitment; think of 'course in the spotlight', 'education awards', 'innovative practices', interesting student thesis outcomes, testimonials of teachers and students and so on. Corporate communication often indicates it is not their job or they don't have capacity, but it is also about universities assigning time/capacity for such communication.
- Several practices can/need to be changed in relation to promotion BACS. For a fair and proper evaluation of education heavy candidates and their performance, this can include the composition of the BACS (less researchers, more education experts and teachers), different tools and indicators – and members of BACS receiving training in this, different procedures (for example a teaching exercise/demonstration), and different mindset by BAC members (do not hire copies of yourselves as researcher-heavy people). Potentially, candidates that already obtained an education heavy trajectories can play a role in this.
- Clarity about tasks/competencies in education needs to be given. Education includes more than BSc and MSc and more than teaching itself and innovating education; it also entails (potentially) PhD



education, life long learning/education for professionals, online education and tasks such as recruitment, alumni and outreach.

- There is a need for a clear set of education performance descriptors and visible evidence. Many examples and tools already exist, but they are not always clear/communicated.
- Current professional development practices sometimes place barriers for new entrants/candidates; SUTQ or ELT are often large in size and require heavy time investment. Considering modular elements or a variety of options in trajectories may help in this.
- Most universities require a link between research and education for education heavy careers, but it is unclear what research precisely can entail. This not per se means people need a PhD, but it may include participation in larger research projects, being part of grant applications and allowing different forms of educational research, including domain-specific education research (vakdidactiek).

“Most universities require a link between research and education for education heavy careers, but it is unclear what research precisely can entail.”

We need ‘accelerators’ to speed up the implementation process and really bring some more fundamental shifts. Proposals in this respect included: one joint accreditation/visitation/evaluation of research and education; education-heavy strategic personnel plans; setting a minimum number of education professors or education heavy positions in departments/faculties, using different job titles/position titles (get rid of researcher and teacher, just speak of academics), changing the ownership of courses (from individual teachers to teams).

5.3 | University sessions

After lunch, the event participants dispersed to brainstorm with their colleagues from their own university on concrete actions that could be deployed and implemented at the institution (faculty, department). Apart from discussing concrete actions, participants also found it very inspiring to talk to each other for a change; something which rarely happens in daily practice.

5.3.1 Eindhoven University of Technology, moderated by Sonia Gomez Puente

In the session of the Eindhoven University of Technology participants first shared what they were proud of and what their ambitions were. Second they co-created their short term and long term action points.

Proud of and ambitions

Participants are proud of the dedication to teaching of most of their colleagues and the collaboration regarding teaching and education. The ambitions were to have more growth opportunities beyond the UTQ, more formal recognition & rewards for teaching, more attention to education related development and achievements during annual reviews, and more visibility of teaching efforts, more time available for professional development activities, and more collaboration between faculties.

Short term actions

- Create a senior education network (Continuous professional development for academic teachers). Our Academy of Learning and Teaching could lead this network and could involve TEACH, CPD ambassadors and Deans and Programme Directors. In order to do that time and money is needed and a framework with themes and goals.
- Better communicate the innovation funds available within the TU/e and outside of the university.
- Communicate better about the teacher career paths policy.

Long term actions

- Change the PI-model (principal investigator) and move more towards strategic teams.
- Add examples of teaching statements and more educational focused profiles to intranet.
- Embed the academic teaching career framework of Ruth Graham in a hands-on/ active learning intervention (e.g., a workshop on how to write your biographical sketch if you have a more education profile). This could help staff members to make their case. The Academy of Learning and Teaching could organise such a workshop, or it could be addressed during an education day. We also need mentors to be aware of what kind of questions they can ask their mentees (e.g., What are you going to do work on your development in teaching and education?). Organising a yearly professional development day was also suggested.

5.3.2 Wageningen University & Research, moderated by Arjen Zegwaard

During the afternoon session, WUR participants looked at what could be possible within our space to work towards Recognition and Rewards. The new Academic Career Framework (ACF) has just been approved and this enabled a rich discussion on themes that we can engage with.

Being a teacher Celebrate the achievements of teachers in the same way as with research achievements.

Recognition Bringing teaching to the forefront of R&D talks so as to enable a space to talk about teaching.

Alignment Align our new Continuous Professional Development framework with the new ACF. Perhaps use the CPD and a points system to engage teachers with their development.

Mentorship Support new teachers with mentors and role models. Enable peer consultations between teachers so that they can learn from one another at the chalkface.

Time Make time for professional development of teachers.

5.3.3 Delft University of Technology, moderated by Alexia Luising

Delft colleagues first reflected on their personal ambitions and desires with regard to promoting the teaching culture. These were then compiled into a broad list.

With respect to the teaching culture at our institute I am satisfied about:

- Proud of all different initiatives, policy within TLS/Teaching Academy and teachinglab.
- It has gone really fast, all developments and the impact. Some while ago we had to beg for a BKO and now times have changed.
- Make a team of lecturers to take space and improve a programme.
- We proved ourselves as educators.
- We should be more proud and seeing the impact, it is attractive to stay.
- You feel a team.

What do I wish/dream/envision/ambition:

- The big dream is: more recognition for teaching, equal to research and valorisation.
- Make individual flexible career paths who do right to one's passions and talents.
- Make it less vulnerable, not individuals or small groups, but it should be more structural.

- Results in education should be levelled with results in education.
- Balance between departments should be equal.
- Switching to a focus to education should be recognised and not seen as unwise for your career.
- Divide tasks by team so there is room to make focus on certain area's and as a team deliver the whole package. This gives more flexibility within teams and departments.
- Teambased teaching.
- Give programme directors more say; they don't have a formal leadership role but they are responsible for the curriculum.
- Education programme has no budget of its own so availability of money for innovation or research on teaching depends on faculty policy.

Insights I got this morning:

- How to recognise informal learning?
- We are all inventing the wheel, struggle with the same or similar issues. Nice to share and brainstorm together.
- Be aware of our role, and all taking this role, instead of pointing to others.
- Funding for lecturing/teaching varies by programme by faculties; this creates crazy inequalities.

Conclusions, concrete actions

- A "Joint what" is difficult.
- Making people feel part of the team (even though the differences between faculties are large)
- The energy coming from a team of educators is fascinating!
- We need a platform to navigate CPD modules
- Make sure lecturers have a contact person/community where they can talk, InterVision and share their struggles.
- This issues should be discussed in every career committee.
- Set up a career committee for lecturers. If faculties hire lecturers they should offer a career track and make it possible to grow.
- UFO profile are not considered in career committees => it is about tasks and not qualities.
- You need committees that can measure quality, impact and visibility. How to make this tangible in an education career. In research we measure by papers etc., in education we don't know where to start.
- If you switch between faculties you don't fall of any track.
- Bridge the knowledge gap in career committees, how to promote lecturers and UD with focus on education. Give a meeting point to learn from each other. Valuable to share and hopefully calibrate to make it more equal.
- Develop a guidance document on education career and clarification of the model and make it extend to UD and lecturer.
- Career committee have at least 2 people with focus/expertise on education.

5.3.4 University of Twente, moderated by Marlies Oude Bos

In this session we had a (structured) group discussion with UT professionals from different backgrounds. The main outcomes of this discussion:

What we are proud of:

- The teaching community has grown stronger, which is reflected by more and more people coming to our teaching community days.
- Our new Talent Map 3.0 has been finalised, offering focused career paths. This tool is meant to help in creating opportunities for growth and professional development (also) in less traditional career paths.
- Teaching is gaining more attention and support as a core element of the academic role. This also felt at higher levels of management.

Our Wishes for the Future

While we are encouraged by these positive developments, there are areas where we still seek progress.

- We wish to foster stronger connections across different types of academic roles, reducing the polarisation between research-focused and teaching-focused scientists.
- We want to increase team spirit among scientists and for them to increasingly see themselves as part of a larger whole, working together to achieve excellence in research and education.

- To achieve more understanding of why R&R of teaching is important we aim to create more interest in educational events, such as the Education Week, encouraging participation not just from those already invested in teaching but also from colleagues in traditional research-oriented roles. By doing so, we hope to bridge the gap and build a more integrated academic community that values teaching and research equally.

Threats

- The movement toward more R&R for teachers is sometimes hindered by powerful individuals or groups resistant to change.
- The lack of ownership (who's role is it) slows down progress and undermines our efforts.
- The perceived freedom to “keep doing it as we always have” also hinders progress.

What we can do to advance R&R in teaching:

- To further our goals, we must emphasize the “T” in Team. A scientific team should consist of members with diverse strengths, where not everyone needs to possess the same qualities. By relying on each other's unique skills, we can achieve the best results collectively. The concept of team-based assessments was mentioned., because this can help us to appreciate the full spectrum of talents within our university.
- We also need to bring together the collective efforts of various groups (teaching community, HR, and other working groups. Working together and sharing our ideas will enlarge our impact and help us achieve more effectiveness.

- We need to take real ownership of key topics and initiatives. If our current (gentle, bottom up) approach doesn't produce the desired results, we may need to resort to a more directive, top-down approach to ensure progress.
- Transparency was also mentioned as an important element of our way forward. We should not wait until a fully formed, approved solution is ready to be presented. Instead, we should share our ideas and ongoing projects openly, providing regular updates on what we have achieved and the steps we plan to take next. By addressing R&R for teaching consistently in this way, we can create a culture where these values become a real part of our daily operations.
- Finally, we should define and communicate our core values consistently, making them visible in our daily work, university-wide events, committee meetings, and annual reviews. By reinforcing these principles at every opportunity, we can embed them deeply into our university's culture.

“We should share our ideas and ongoing projects openly, providing regular updates on what we have achieved and the steps we plan to take next.”

We also discussed the Talent Map 3.0 and its potential:

- Talent Map 3.0 can be big step forward if we can put it into action asap.
- We need to develop a clear plan to ensure it is implemented effectively. This includes deciding how we will communicate its benefits, supporting managers, career committees, HR, and the scientists themselves in using the map as a tool for growth.
- As we begin using it, we must evaluate its effectiveness regularly and adapt our approach based on feedback and results.
- We need to clearly communicate and share about this to keep everyone informed of the learning process and developments.

5.4 | Panel discussion



The day ended with a panel discussion where the panel addressed the questions that came out of the different working groups in the first breakout. The panel consisted of the following experts: (p72, from left to right) Rick de Lange, Tracy Craig, Martin Sand, Annoesjka Cabo, Ines Lopez and Tom Veldkamp. Remon Rooij moderated the panel.

5.4.1 Statements and opinions during the panel discussion

Some quotes from this panel discussion were:

- Teamscience can open career options.
 - It should become more clear who takes up what role when it comes to R&R teaching.
 - We should help overcome “people not knowing”.
 - We need to inform young scientists on how to make a (focused) career step.
 - We need by support (train) career committees on how to evaluate achievements across the whole of the academic position instead of mostly research.
 - Although there are culture changes, not yet a critical mass.
 - Teaching should be talked about also in annual meetings for everyone, and teachers should be able to vocalise, provide their narrative for teaching, their vision, how they'd like to progress, impact.
- Moving from individualistic to collaborative, working together as researchers, teachers, educational designers, responsible for parts of the curriculum. Working in teams really facilitates the space to work in a more human way.
 - Career committees need to become more balanced (and less big).
 - Career committees are feared by young scientists, sometimes seen as a “black box, where the outcome is unsure.
 - We also need more “teaching minded” colleagues in higher (decision making) management to make a difference.
 - We should stop “hiring ourselves”.
 - We need to realise that it is also about titles. Being a teacher (lecturer) is less valued by the community than being an assistant/ associate professor. Maybe think of making everyone “academic” with different focus instead of the current division.
 - In Sweden they have national assessors for educational quality (who sit in BAC's at Universities across the country.
 - As 4TU we can create more momentum than as single Universities or Faculties.
 - The question whether we need three separate career paths (teacher – ud-uhd-HL – research) or one track with different emphases still remains; however in any case if tracks remain separate, they should be equally valued and it would be good to use the same approach in the different TU's and nationally. But let's call everyone academics! And Let's make these disruptive ideas happen as 4TU!



Panellists were asked about their dreams and ideas for the next ten years, and responded to questions from the different moderated groups:

74

- How can we empower the communities of teaching staff for further development.
- How do we break through the continuum that research is perceived to bring in more “money” and prestige for the scientist and University?
- If you would enter into a focused career path and you focus on education (during a few years in your career) how do make sure that you do not “lag behind” internationally?
- How can teachers e supported to grow as en educational innovator?
- Proposition: there should be a career path for Teaching Professionals from Docent 4 to Professor.
- Promotion committees should be completely renewed to make R&R or teaching possible.
- Should appointment to Assistant Professor always include in publications?
- How is teaching culture valued? Can lectureres get the same salary scler as professors if educators are valued the same?
- How to educate the managers of lecturers who are professors/ researchers.

5.4.2 Reflection on final panel discussion by Perry den Brok

Perry extracted the following take home messages:

1. Implementing Recognition and Reward with an emphasis on education is a multi-factor approach, and all the different factors need to be worked on. These factors include communication and visibility of information about education and innovation, changing of the procedures, composition and focus of promotion BACs, setting up good support structures and impact channels for education (including repositories, awards and activities), and creating suitable roles and positions for educators which are put down in strategic personnel plans.
2. Important in the implementation of R&R is working in teams or communities. These teams or communities can exist at different levels: course, programme, faculty, department, institution or even across institutions. Teamwork applies both to education heavy applicants/candidates and their evaluation as well as to those helping to implement and lead R&R efforts.
3. Implementing R&R requires persistence, consistence and takes time; but this does not mean we have to wait. Some things such as using

new tools and criteria, improving communication and information about education, can already start immediately.

4. Implementing R&R goes beyond behaviours, structures and tools. It starts with different values and beliefs, using different terminology, and about being courageous and daring. It may help to create some more fundamental accelerators, that help to further developments.

WHAT DO YOU
HOPE FOR?

IN
TEN
YEARS



I WILL
BE RETIRING
SHORTLY!

THAT
SOMEONE
WILL
CONTINUE
MY WORK



Peter
Koch
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Colophon

Advancing University Teaching and Educational Careers

A national ‘Sectorplan Onderwijs Bètatechniek’ project focused on strengthening educational career paths in universities

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