

BROCHURE

SENIOR UNIVERSITY TEACHING QUALIFICATION

INFORMATION FOR PROSPECTIVE PARTICIPANTS 2025

CELT
4TU-CEE

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SUTQ ORGANSIATION

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1. WHAT IS THE SENIOR UNIVERSITY TEACHING QUALIFICATION?

The SUTQ is the follow-up trajectory of the University Teaching Qualification (UTQ) for teachers who want to develop themselves further into evidence-informed educational innovators. It is offered by CELT in cooperation with 4TU-CEE.

1.1 FOR WHOM?

The SUTQ is for experienced teachers who have obtained their UTQ (or comparable certification), who....

- ...have the curiosity and ambition to further improve/innovate their education in an evidence-informed way;
- ...would like to be better prepared to acquire educational research and innovation grants (e.g. Brinskma, Comenius, etc.);
- ...have innovative ideas about their own and the UTs education;
- ...want to inspire educational change in their teaching community;
- ...want to advance in their careers for their educational achievements.

If you recognise yourself in the above, the SUTQ might very well be a good choice for you!

The SUTQ offers you the opportunity to work on an educational innovation project of your own choice. Through conducting this project, you will develop competencies in using evidence-informed approaches in education and in participating in a community of practice where ideas and experiences are shared with peers within and outside the university.

For little over one year, you will conduct an educational design research project to improve and innovate (your own) educational practice. The project can be performed individually or in a small team (with you in the lead). This is supported by supervision, peer review, methodology workshops, writing sessions, small group meetings with a coach, and participation in the SUTQ community.

The following principles characterise the SUTQ:

- Evidence-informed: the participant uses scientific literature and data to justify insights, approaches and choices made to implement an educational innovation and evaluate its impact;
- Peer review: during the project, the participant exchanges feedback with peers on the SUTQ project process and output;
- Learner-driven: the participant is in control of their learning process;
- Community building: the participant engages with the SUTQ community to share findings and learn from others.

1.2 GOALS OF THE SUTQ TRAJECTORY

The successful completion of the SUTQ will help you develop towards a *Scholarly Teacher*, following the Career Framework of University Teaching by Ruth Graham. This framework is

integrated into the UTs Talent Map 3.0 as adopted by the EB in December 2024 (see [Recognition and Rewards | Service Portal | University of Twente](#)). The SUTQ is one of the ways to work towards the next step in your career.

The Scholarly Teacher should be able to make “*a significant contribution to pedagogical knowledge by engaging with and contributing to scholarly research which, in turn, influences educational practice within and beyond their institution.*”

After the SUTQ trajectory, you:

- Will have cultivated a **critical and reflective mindset** towards educational practices, enabling you to engage in deeper inquiry and drive continuous improvements in your own teaching as well as within your academic community.
- Will be able to **enhance** your educational practices through an **evidence-informed approach**. This encompasses (a) systematically analysing educational challenges and their causes, (b) designing and implementing targeted interventions, (c) evaluating the effects of the interventions using valid and reliable methods, and (d) critically reflecting on the outcomes as opportunities to “feed-forward”.
- Will have made **significant progress** in becoming a **Scholarly Teacher**, as described by Ruth Graham.

2. METHOD AND ACTIVITIES

A variety of activities are organised to support your development towards the Scholarly Teacher. Your active participation is key for its success!

2.1 UTQ-DAYS AND SUPPORT

Every month one session, the so-called *SUTQ-day*, of three hours, is scheduled on a Wednesday. The rest of the day can be spent by you working with the coach group for feedback, support and/or used as individual writing time. The sessions alternate between workshops / work sessions where you work on your project, and inspiration mornings (see 3.1 for the preliminary schedule). The latter will contain a variety of activities, for example colloquia where you can present your progress to gather feedback and inspirational sessions with SUTQ alumni and other speakers. Coaching is also scheduled during these Wednesdays, and additional monthly 1 hour check-in sessions are organised in between the SUTQ days.

2.2 DELIVERABLES

By the end of the SUTQ trajectory, you will demonstrate your learning and development through the following:

- **Active participation** in the workshops, colloquia, coaching group sessions, peer feedback exchanges, and dissemination activities;
- **Completion of a project** in which you apply the Educational Design Research (EDR) methodology to improve/innovate your education;
- **Self-evaluation** of your development as a Scholarly Teacher.

For this, the deliverables for assessment are:

1. A paper (conference paper format, approx. 6,000 words) about the project and its outcomes. This paper is conditional for the scheduling of the evaluation interview.
2. Self-evaluation:
 - 2.1. Written two-pager (1-2 pages), meant to prepare for the interview;
 - 2.2. Participation in the final evaluation interview with coach and Programme director.
3. Participation in the final dissemination activity (poster session).

2.2.1 Structure of the project

Starting from a course, module, learning line, or other educational unit of your choice, during the SUTQ you will work on:

1. Defining and analyzing the educational problem or improvement opportunity;
2. Designing and implementing an appropriate solution, based on your analysis and literature;
3. Evaluating the extent to which you reached your aims.

For this purpose, the SUTQ adopts Educational Design Research (McKenney & Reeves, 2019) as a methodology that will be offered in the workshops. We encourage you to join whether you have a background in (educational) research, or not! The workshops and feedback sessions are designed to facilitate and support participants without relevant background sufficiently.

During the workshops, and in your own context, you work on the project deliverables that will form the **conference paper** which will be assessed by the coaches. The components of the conference paper correspond to the **deliverables** indicated in the SUTQ schedule you can find further down in this document. Throughout the trajectory, you will receive criterion-referenced feedback on each deliverable from your peers and the SUTQ coaches so that you will be well-prepared to complete the conference paper. A **progress checkpoint** is planned before the collection of evaluation data to give you further in-depth feedback. The SUTQ team assesses your final paper and grants a pass or repair option. After you receive a pass, you will be eligible for the assessment interview, provided you have written a self-evaluation (see below). The paper will be part of the assessment portfolio, as reading material supporting the interview.

2.2.2 Self-evaluation and interview

To show your development towards becoming a Scholarly Teacher, and a critical and reflective mindset towards educational practices, you prepare a short two-pager addressing the following key questions:

- What contribution have you made through this project to your program and the UT?
- What contribution could you make in the future thanks to the skills you acquired?
- What new insights have you gained about your role as a teacher?
- How has the trajectory influenced your understanding of your role as a colleague within the teaching community?
- What shifts in attitude have you observed within yourself during this journey?
- What new experiences have been pivotal in your professional growth?
- What impact have you made, or do you aspire to make, on education outside of the UT?

This is the input for the assessment interview that finalizes the trajectory. It will not be assessed by itself but used to guide the interview.

The **oral assessment interview** with the evaluation committee, consisting of one of the coaches and your Programme Director, is based on your 2-page self-evaluation. The paper, offered as reading material before the meeting, is informative and additionally you introduce your project in a short presentation (max 10 minutes). The interview then focusses on your self-evaluation, your development towards a Scholarly Teacher, further implementation of your innovation and plans for the future.

2.2.3 Poster presentation

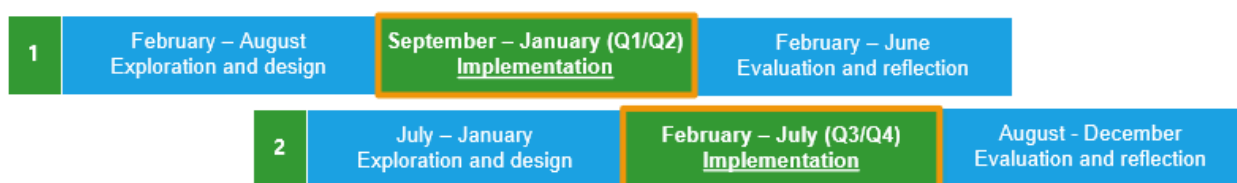
To provide an opportunity to disseminate the results of your project, we organize a poster session (accompanied by the certification ceremony, if feasible).

3. TIME INVESTMENT AND PLANNING

The project typically spans over the course of 1 to 1.5 years, based on your implementation timeline and it will take up to approx. 200hr to complete in total. There are two options to start per year, and it depends on the timing of your target course which you should choose. The implementation phase of your project and run of the course should align.

Option 1: you start in February, this will mean implementing your new design and collecting evaluation data in Q1 or Q2 of the next academic year.

Option 2: you start in July, you will implement and evaluate in Q3 or Q4 of the next academic year.



Your project will be supported by monthly meetings (half a day) with a trainer and coaches, in which methodological workshops (bi-monthly) are alternated with inspiration sessions, peer feedback activities, and colloquia.

3.1 SCHEDULE OF THE TRAJECTORY STARTING JULY 2025

At this point in time, the dates of the July run 2025 are known and presented below. For the February run of 2026 keep an eye on our website for announcements.

Preliminary schedule and milestones

Dates	Activities / Topic	Deliverables
9.30-12.30		
9 July	Workshop 1: Introduction Coaching	<i>Project plan</i>
16 July	Workshop 2: Analysis of the educational problem and project aim Coaching	<i>Problem definition and project aim</i>
10 Sep	Inspiration session: How to make impact with your innovation idea Presentations and peer feedback on deliverables	<i>Lit. review and data collection plan</i>
8 Oct	Workshop 3: Design of a 'solution' to the educational problem (intervention or 'innovation idea') Coaching	<i>Intervention/innovation design blueprint</i>
Present your innovation idea to your programme		
19 Nov	Inspiration session: tbd Presentations and peer feedback on deliverables	
Start implementation phase		
18 Feb '26	Workshop 4: Evaluation of the intervention Coaching	<i>Evaluation method</i>
Progress checkpoint: go/no-go for collection of evaluation data		

18 March	Inspiration session: tbd Presentations and peer feedback on deliverables	
15 April	Workshop 5: Analysis, interpretation, and reporting of evaluation data Coaching	<i>Structure of data analysis reporting</i>
20 May	Inspiration session: tbd Presentations and peer feedback on deliverables	
Wrapping up and preparation for assessment		<i>Journal paper & self-evaluation</i>

4. APPLICATION AND ADMISSION

To join the trajectory you need to apply with a concept project already in mind. Below you find all requirements and how to apply. The application window for the 2025 run is from **March 31 to April 25**.

Please note that the trajectory can be cancelled when there are not enough applicants. You will be informed timely about that.

4.1 ADMISSION REQUIREMENTS

All candidates wishing to join the trajectory must fulfil the following requirements:

- The candidate is an employee of the UT ¹
- The candidate has a completed UTQ or UTQ exemption.
- The programme director endorses the project and commits to being involved in feedback and dissemination activities during and after the project, supporting the participant in spreading and utilising the results.
- The department approves of the teacher allocating approx. 200 hours to the SUTQ over approx. 1 to 1.5 years.
- The project idea must be suitable for the SUTQ. It must:
 - Aim to improving student learning and/or well-being;
 - Include the design and implementation of an intervention;
 - Be aligned with the SUTQ timeline (see above), i.e., implementation in Q1/2 for February starters, and Q3/4 July starters;
- The candidate commits to attending every session and actively participating in all activities (preparing sessions, presenting in colloquia, peer feedback activities, etc.)

4.2 DELIVERABLES FOR ADMISSION

To apply, you offer the following information in writing to the coordinator:

1. Why do you think that the **SUTQ is a suitable trajectory for you?**
2. **Describe the course/module/ learning line/ etc.** which you would like to work on as your SUTQ project. Please, include the following information: (a) course level, (b) brief description of its contents, (c) study programme(s), (d) when it takes place, (e) who are the students.
3. What **problem, or possible improvement opportunity, in students' learning and/or well-being** did you identify? Please, specify any *data sources* (e.g., observations made by you and/or other teachers, student feedback, grades, etc) that led you to affirm that there is a problem or need for improvement.
4. Argue for the relevance of this **project**. Is the problem unique to your education or is it found in other contexts as well? Why is it worth addressing it in the SUTQ and how could its results benefit other teachers, scholars, etc.? Use some *literature* to back up your answer.
5. Please, attach an **endorsement statement from the programme director** answering the following questions: *What is the value of the proposed project for the educational*

¹ Contact us if you are not a UT employee to discuss the possibilities and financial consequences.

programme? What are their plans for ensuring that the results are disseminated and utilised within the programme?

6. Please, attach a **statement of the department head** granting you the time necessary to conduct the SUTQ: approx. 200h over the course of 1 to 1.5 years. This can simply be an emailed confirmation you attach to the documentation.

4.3 FINANCES

This training will be paid from UT-Faculty funds, however, you do need permission from your head of department to partake. For external parties arrangements can be made on request. Contact the SUTQ coordinator for more information.

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