BMS framework for *Continuing Professional Development in Teaching*

CPD-T@BMS, a framework by the BMS Teaching Academy. *Last edit: 21-12-2021*

1. Summary

CPD-T (**Continuing Professional Development in Teaching)** stimulates and facilitates staff members to keep developing themselves in advanced teaching and learning competencies, also after reaching a UTQ level. CPD-T is aimed at lecturers at a UTQ-qualified level with at least 160 hours of education per year.

A variety of materials, resources and activities are offered to boost CPD-T.
- UT level
    - SUTQ (Senior University Teaching Qualification) and SEQ (Senior Examination Qualification) are set up to become a scholarly teacher
    - Comenius grants and a Teaching and Learning Fellowship aim to develop leadership in teaching.
- BMS level
    - WSV funds are available to execute a WSV innovation project
    - Professional learning communities will be set up

Funds are available to incentivise CPD-T activities, based on 24 hours per UTQ-qualified lecturer per year. For this, a multi-annual plan per department is requested on a yearly basis, in which common professionalisation goals and needs can be described. The BMS Teaching Academy will allocate budget and help in further supporting these plans. Of course, a lecturer can also develop a personal CPD-T plan in adjustment with their section chair.

2. Use of this framework

This framework presents the possibilities, scope and procedures for CPD-T in the faculty of BMS. The framework is fit for a wide audience, but some sections are especially relevant for certain audiences.
- Paragraphs 3, 4, and 7 are especially relevant for **department and section heads, and department secretaries**
- Paragraphs 3, 4, 5, 6 and 8 are especially relevant for **teaching staff**

3. What is CPD-T?

With the UTQ (University Teaching Qualification), the UT maintains a quality standard of its teaching. However, development in one's teaching and learning shouldn't stop there, as there is so much more to explore and achieve (*"Professionalisering van docenten aan de universiteit" by VSNU [1]*).

"Continuing Professional Development" relates to activities that allow an individual to keep developing themselves and growing in their profession. Then, "**Continuing Professional Development in Teaching**" (CPD-T) stimulates and facilitates staff members to keep developing themselves in advanced teaching and learning competencies, also after reaching a UTQ level.

There are four main reasons why CPD-T is valued and supported in the faculty of BMS:
1. To maintain the quality of education through well-qualified lecturers

2. To keep up with developments in educational pedagogy, educational technologies (*e.g. blended learning, as mentioned by "Versnellingsplan ICT" [2]*), and technological advancement in a broad sense
3. To educate graduates in a way that fits the demands of a changing labour market
4. Learning is an energizing and exciting activity. Supporting lecturers in experimenting and innovating gives new energy and fresh ideas in teaching, which can be shared with peers

4. Who is CPD-T for?

At BMS, CPD-T is intended for UTQ-qualified staff members, with a minimum of 160 hours of education per year, regardless of part-time or full-time teaching responsibilities[1]. CPD-T is always voluntary, but explicitly promoted and endorsed by the faculty of BMS. Per UTQ-qualified lecturer, there are 24-hours per year available for CPD-T activities. These hours are available to create space for and incentivise these CPD-T activities for lecturers. The hours can be presented in the multi-annual plan per department and has to be approved by their section head, which will be detailed in paragraphs 7 and 8.

5. CPD-T offering at the UT

5.1. Courses and toolboxes

The UT offers a wide range of courses, including courses related to career development, leadership, and teaching. Please refer to the CELT CourseFinder for a full overview, sign-up for most courses is on an individual basis, yet multiple team members can choose to participate together. These courses allow staff members and managers to gain new skills and bring them into practice in their teaching. Additionally, CELT also has several toolboxes that can be used to update one's curriculum or improve lectures. The UT also carries licenses to make use of GoodHabitz, a platform with a multitude of learning tracks in different fields for individual lecturers. Although GoodHabitz focusses more on professionalisation in a broad sense, certain themes (e.g. presenting skills) can also benefit professionalisation in teaching.

5.2. Scholarly teacher

In line with the *Ruth Graham career framework for university teaching [6]*, a lecturer can develop themselves into a scholarly teacher, or an institutional leader in teaching and learning. These directions will also be used as categorisation for UT offer. The framework presents 4 levels of teaching achievement, starting at effective teacher, up to national/global leader in teaching and learning.

After completing the UTQ, one can participate in the Senior UTQ (SUTQ, known as SKO in Dutch) and/or the Senior Examination Qualification (SEQ, known as SKE in Dutch). The SUTQ serves as an individual, practice-oriented research activity with the aim to improve one's own education, by means of researching best practices. The SEQ aims to "ensure or safeguard the quality of assessment and guarantees that graduates have acquired the intended final qualifications".

5.3. Institutional leader in teaching and learning

In addition to the teaching qualification, the UT also promotes and encourages its lecturers to develop leadership in the field of teaching. One way to facilitate this is to set up and submit a Comenius project. This is supported by a yearly Comenius grant, which can be awarded to initiatives that contribute to "innovation and improvement of higher education in the Netherlands". Currently, the UT is also running a pilot with Teaching Fellows, in collaboration with the 4TU.CEE (Centre of

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[1] For context: Maastricht University [3] aims CPD to "UTQ qualified teaching staff holding a >10% teaching appointment yearly hours". Utrecht University [4] does not seem to specify such a requirement, neither does University of Groningen [5].

Engineering Education). These fellows mainly focus on CBL, researching the topic and being leaders in innovating education in this domain. The next nomination round for Fellows is expected in 2022.

6. CPD-T offering at BMS

6.1. Start a project

If a lecturer (or a team) has an educational innovation in mind that they would love to bring to fruition, several resources and grants are available to take ownership of this project and bring it to life. For educational innovations, the WSV funds are available. These funds are set up to improve the quality of education in the broad sense. Lecturers carry responsibility to set up and execute the project, support can come from the BMS Teaching Academy and input from fellow WSV project owners.

6.2. Professional learning communities

The BMS Teaching Academy will set up **professional learning communities** to experiment and develop deeper into developments within a certain domain, in groups of 6 to 8 lecturers and run for around one year. These groups should consist of actively involved lecturers, who are going to work in the set topic for a longer period of time, in line with their own courses (*"connect the DOTS" by TechYourFuture [7]*).

Within these communities, one can experiment within their education, and have the opportunity to discuss and reflect with their peers. These communities span the width of BMS, allowing lecturers from different departments to collaborate and learn from each other's approaches. As such, it is recommended for the communities to also share their work with their colleagues, for instance by means of a webinar or in a newsletter. Several of these learning communities are set up around a number of topics, for starters:
- CBL
- Blended learning
- Formative assessment
- *Suggestions from within the faculty are welcome*!

Each community is connected to a **topic expert**, who can share topical input and expertise with the group and serve as a sparring partner. Upon formation, the community can set a goal (and the connection to the learning of students) and discuss where learning opportunities lie. A **facilitator** can be involved in goal setting and planning. The learning community carries responsibility for the further trajectory and have ownership over their own learning path.

The *BMS Teaching Academy* helps in starting the communities (see suggested discussion points upon kick-off in appendix A), arranging a facilitator and topic expert, and can serve as an intermediary when finding further resources or expertise.

7. Department CPD-T route

Departments are asked to develop a CPD-T plan. Here, a look can be taken at which opportunities for growth are shared between programmes and if a single plan can benefit a larger group. To create space for staff members to join this plan, 24 hours are available per UTQ-qualified *(see paragraph 4)* lecturer. The department plan can be used to guide and inspire staff, though there always is the possibility for individual staff members to specify their own route.

The CPD-T plan should be based on an inventory of needs of the departments. The department is responsible for this inventory, suggestions are to appoint a contact person per section or give a role to the department secretary in this. For instance, each section can provide a **contact person** who will

serve as connection between the section and the BMS Teaching Academy. The contact person can form an inventory of the wishes in their section and align a CPD plan with this. The contact person is *not* responsible for the execution or monitoring of this plan, this responsibility lies at the department. Another option is for the **department secretary** to bundle the section plans into an overarching department plan. If preferred by the department, the department secretary can also be the contact person.

In the department plan, an estimate can be made of the necessary resources (financial compensation, support from e.g. CELT or external organisations, or offer from paragraphs 5 and 6). Financial resources are provided from the WSV funds, based off the number of lecturers per department that partake in CPD-T activities. Further resources or support can be offered after consultation with the BMS Teaching Academy.

To help departments in concretising their plans, a **template** has been set up, asking for the themes, activities connecting to these themes, wanted resources and further support including who to ask for this, and lastly what time path is connected to each theme. In a multi-annual plan, not all activities can be executed at the same time, thus indicating a time path is important. The template can be found in appendix B. Next to the contents of the activities, the plan also asks how the department will "incentivise and facilitate its staff to participate in the CPD-T plan?" This is an important point, as staff members should see the available hours for CPD-T activities on an individual level. A way to achieve this could be an inclusion in the education task division, if a section is willing to.

Steps to take on a department level
1. Appoint contact person(s) with BMS Teaching Academy
2. Start with section/department multi-year plan; inventory of needs and wishes
3. Inventory of needed support and activities
4. Arrange time for activities
5. Evaluate yearly and adjust multi-year plan
   a. The *FJUT conversations / annual reviews are an excellent medium for this evaluation*

8. Individual CPD-T route

Within the personal CPD-T route, it is important to think beyond one-time courses, instead focussing on a multi-annual plan to reach one's personal development goal. A first recommendation is for lecturers to check the CPD-T plan of their department, to see if alignment is possible there. These plans can serve as inspiration, but are not mandatory to follow. If a lecturer has their own plan, they can discuss this with their manager.

In an individual CPD-T application, the lecturer needs to consider the following:
- Professionalisation goal and brief underpinning
- What activities/offer will help achieve this goal?
  o *See paragraphs 5 and 6 of this framework*
- What further resources (time, support) are necessary to reach this goal?

Progress in the individual CPD route can be discussed in the yearly appraisal/FJUT meeting between lecturer and manager. Here, a look can also be taken at how the followed activities contribute to the individual goals, and if the projected plan is still effective.

Steps to take on an individual level
1. Develop a personal multi-year CPD-T plan, either in line with your department plan, or defining your own path. You can use CPD-T to accelerate your educational career path.
2. Form an inventory of what offer can be used to execute the plan

3. Discuss with your manager. Funds are available per department for CPD-T related activities
4. Annually evaluate your progress and adjust multi-year plan
   a. The *FJUT conversations / annual reviews are an excellent medium for this evaluation*

9. Roles and responsibilities

Role	Suggested tasks
Staff member	Responsible for plan and integration in overall professionalisation and career plan + reflection and reporting on results and activities
Manager (section head)	Stimulating and discussing plans and facilitating implementation of agreements with individual teachers. Planning facilities (including time) and strategy, procedures for organisational unit
HR	Rewarding and recognizing policies
BMS faculty	Responsibility for quality assurance of education including integrating developments in knowledge domains, society and job market
CELT / CLD	Offering training and coaching
Programme director	Feedback on performance of teacher and suggestions for professional development in teaching
BMS Teaching Academy	Facilitating and stimulating exchange of ideas and organizing budget and (information on) offer **Contact** Corrie Huijs, Managing director of the BMS Teaching Academy c.huijs@utwente.nl Tom Boogerd, trainee at the BMS Teaching Academy t.c.boogerd@utwente.nl

10. References

[1] "Professionalisering van docenten aan de universiteit" by VSNU
[2] "Zone Docentprofessionalisering" by Versnellingsplan ICT
[3] Continuing professional development at Maastricht University
[4] Centre for Academic Teaching at Utrecht University
[5] Courses Educational Staff Development at University of Groningen.
[6] Career Framework for University Teaching by Ruth Graham
[7] Connecting the DOTS by TechYourFuture
[8] ProAct brochure by the BMS Teaching Academy

Appendix

A. Professional learning community suggested kick-off discussion points

Some pointers that can be used in the formation of a professional learning community:

- What is the goal you want to reach with the learning community?
    - Learning goal
    - Implementation in education / run a pilot
- What is the planning/time path to achieve this?
- How often are you planning to get together?
    - As a community
    - With the facilitator
- Any other resources needed, besides presence of facilitator?

B. CPD-T department plan template

[Department name]

This template, provided by the [BMS Teaching Academy](#), can be used to **summarise and concretise** the department CPD-T plan. In turn, this clear overview helps the Teaching Academy to find additional resources and support in a quicker way. Please don't forget to fill in the 3 questions below, indicated with an arrow. Although working towards a multi-annual plan, this plan can focus on 2022. Yet feel free to indicate time-paths beyond 2022, if a theme calls for this.

→ Number of UTQ-qualified staff:
→ Number of staff members active in this plan:

→ Open question: how will the department incentivise and facilitate its staff to participate in the CPD-T plan? Can the time and space to participate be guaranteed?

Professionalisation theme / domain	Proposed activities What activities can be used to achieve the goals set per theme/domain? Is this readily available or still something to be organised? Feel free to have a look at existing CELT courses, or other expertise	Necessary resources and support → from who? Internal and external parties may be asked for support, e.g. the BMS E-Learning specialist or CELT on a central level	Time path When will the activity start and how long will it last? A time span is relevant for the organisation and timing of activities, also for finding (external) support in time	Expected number of participants per theme
1.				
2.				
3.				

C. Slide available for department and section boards

"Continuing Professional Development in Teaching" serves as an umbrella term to stimulate and facilitate staff members to keep developing themselves in advanced teaching and learning competencies, also after reaching a UTQ level.

CPD-T; CONNECTING OFFER AND PLAN

Offer

UT
- *Courses and toolboxes:* CELT CourseFinder, CELT toolboxes, GoodHabitz
- *Scholarly teacher:* SUTQ, SEQ
- *Teaching leadership:* Teaching Fellows, Educational Leadership Programme (both nomination based)

BMS (BMS Teaching Academy)
- WSV innovation project
- Professional learning communities
- Training Educational videos by E-learning specialists
- Coaching by CELT educationalists or BMS E-Learning Specialist

Further facilities and resources arranged by the BMS Teaching Academy

External programs
- Comenius

Plan

Department level multi-year plan
- Inventory of shared professionalization opportunities, themes, and preferences
- Discuss implementation and support need with Teaching Academy
- Budget per department, in line with number of UTQ-qualified lecturers with at least 160 hours of educations

Steps to take at department level
1. Appoint contact person(s) with BMS Teaching Academy
2. Start with section/department multi-year plan; inventory of needs and wishes (department priorities)
3. Inventory of needed support and activities (e.g. via sections)
4. Arrange time for activities
5. Evaluate yearly (integrate in Annual reviews) and adjust multi-year plan
    1. The FJUT conversations / annual reviews are an excellent medium for this evaluation

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D. Slide available for teaching staff

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CPD-T; CONNECTING OFFER AND PLAN

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- Coaching by CELT educationalists or BMS E-Learning Specialist

Further facilities and resources arranged by the BMS Teaching Academy

External programs
- Comenius

Plan

Department level multi-year plan
- Inventory of shared professionalization opportunities, themes, and preferences
- Budget per department, in line with number of UTQ-qualified lecturers with at least 160 hours of educations

Individual level multi-year plan
- Create own path, either connecting or deviating from department plan
- Specify goals, needed resources (time, support)

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