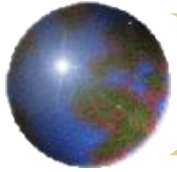




# A multilevel approach to professional development

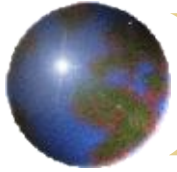
The example of the Department of Human Geography and Planning in Utrecht

*Leo Paul, Tine Béneker & Rob van der Vaart*



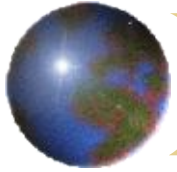
## *Professional development: a major issue*

- ✦ Internal: raised awareness, critique from students
- ✦ External: accreditation criteria, competition for students
- ✦ Under pressure: research, ill-funded



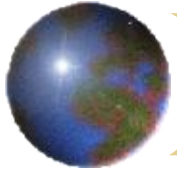
## *Context*

- ✦ Utrecht University: large classical university
- ✦ Human Geography & Planning: 750 students, 40 full staff
- ✦ 3 years bachelor, 8 masters
- ✦ Long tradition of innovations
- ✦ University policy: more weight to teaching & learning



## *University level*

- ⊕ Centre of Excellency in University teaching
  - ⊞ For promising teachers, role in management
  - ⊞ Each year 15, whole university
  - ⊞ 1,5 year, monthly 24 hour meetings, individual project, two study trips
  - ⊞ 'incubators of innovation'
- ⊕ Annual conference on teaching practice



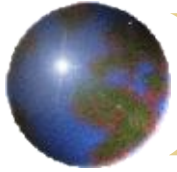
## *Faculty level*

- ✦ Honours Programme: since 1997
- ✦ In our department: plans to expand to whole faculty
- ✦ Strong position in national network
- ✦ Plans to start international cooperation



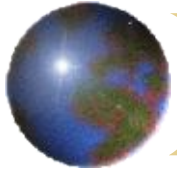
## *Level of School of HG & Planning*

- ✦ Yearly 'Teaching & Learning day'
  - ▣ Outside university building
  - ▣ Practical information
  - ▣ Social element
  - ▣ With students



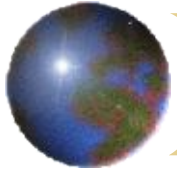
## *Staff level*

- ✦ Regular lunch meetings
  - ▣ Each 4-6 weeks
  - ▣ Good practices
  - ▣ Discussion



## *Introduction bachelor/master*

- ✦ Using all opportunities of multilevel attention
- ✦ Discussion about number and quality of assignments
- ✦ Fine-tuning academic skills
- ✦ Coping with reduction of staff



## *Side-notes, conclusion*

- ✦ CEUT-course: expensive
- ✦ Turnout lunch meetings could be higher
- ✦ Hardly contacts between departments
- ✦ But: multilevel approach is fruitful