Career Paths in Teaching

An EUA Thematic Peer Group 2018–2019

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Design **balanced career stages**, which are envisaged in an encompassing way, and include all aspects of the academic profession that are valued at the institution.
Discuss and adopt a task-domain based framework for teaching expertise and expertise development.

Axis 1: Improving performance on a task (e.g. getting better at teaching activities, assessing students, etc.)

Axis 2: Being able to perform more tasks in more task domains. (e.g. teaching at more levels/in more modes)

Axis 3: Enlarging your sphere of impact. (e.g. designing a learning activity, course or curriculum)

Biggs, J. and Tang, C., 2011
van Dijk, van der Schaaf, van Tartwijk and Kluijtmans (in preparation)
Devise methods/approaches for **assessing teaching achievement** that could be widely accepted in the academic community.

**Figure 10 – Evaluation of academic activities for research careers**
Based on survey question 8, ranking question (cf. Annex 1). Number of respondents: 194-195/197

- Metrics measuring research output based on number of publications and citations
  - Don’t know
  - Unimportant
  - Of little importance
  - Moderately important
  - Important
  - Very important

- Qualitative, peer-review assessment

- Research impact and knowledge transfer indicators

- Metrics measuring collaborations within academia based on co-authorship

- Open Science and Open Access indicators measuring the open accessibility of research outcomes and data

- Altmetrics measuring the societal outreach of journal publications, books, reports, data and other non-traditional publications based on downloads, tweets, news mentions, etc.

- Metrics measuring academic attention and uptake based on number of views and downloads
Thank you for your attention

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