



Career Paths in Teaching

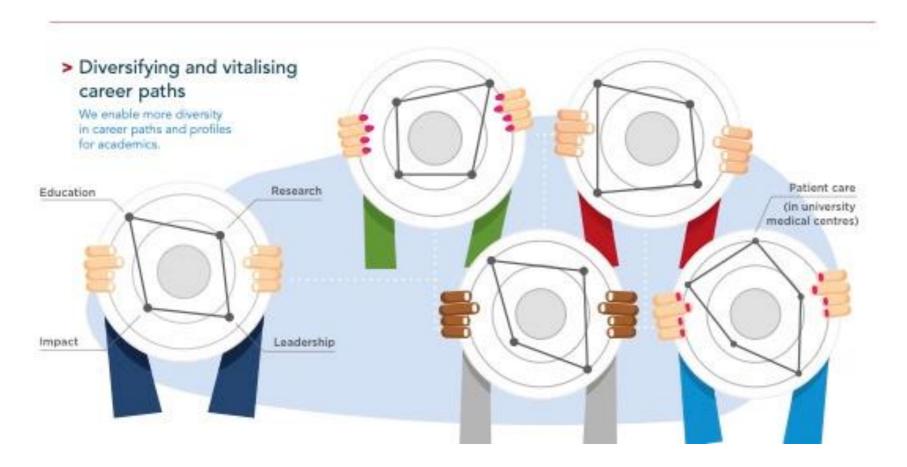
An EUA Thematic Peer Group 2018-2019

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- Eötvös Loránd University, Hungary: László Zentai
- **KU Leuven**, Belgium: Saartje Creten, Pieter-Jan De Griek, An Gevers, Caroline Guilbert,
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- EUA Group coordinator: Thérèse Zhang, deputy director, higher education policy

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.

Room for everyone's talent

towards a new balance in recognising and rewarding academics



EUA-VSNU conference on reward and recognition



Discuss and adopt a task-domain based framework for teaching expertise and expertise development.

Research & Coaching & scholarship (of teaching and learning). Student **Teaching** assessment delivery Axis 1: Axis 2: Being able to perform Improving Reflection and self-Educational performance on a task development design

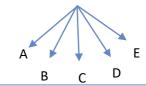
> (e.g. getting better at teaching activities, assessing students, etc.)

mentorship

Leadership, administration & management

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)







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 29 53 on number of publications and citations Qualitative, peer-review assessment 48 Research impact and knowledge transfer indicators 30 Metrics measuring collaborations within 30 15 academia based on co-authorship Open Science and Open Access indicators measuring 24 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 27 based on number of views and downloads 20% 40% 60% 80% 100% Don't know Of little importance **I**mportant Unimportant Moderately important Very important

Utrecht University





Thank you for your attention

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