

EUA TPG

Career Paths in Teaching

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Why think about career paths?

- **Paris Communiqué May 2018**: the European Ministers for Higher Education of the Bologna process acknowledged the role of quality teaching for building academic career progression.
- **EUA 2018 position paper** on learning and teaching pointed to the importance of staff development and better recognising teaching as central to the academic profession.
- **VSNU- EUA conference on recognition & rewards systems for academics 2019**. Focus on the importance of a better balance in recognizing and rewarding academics.

And we asked early career academics!

“The combination of both [teaching and research] is unrealistic for your work-life balance. It is especially hard in the beginning of your career when you need to design courses, look for funding, ...”

„There is a lack of mentor support for teaching – the course instructor is from another university/city, unavailable, difficult to communicate with, you have to do everything.”

“We had a mentor and she helped us, gave us some advices about our teaching practice [...] but mostly we were alone, and had to find out everything by ourselves”.

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In teaching I can communicate about my research to students and others this motivates me

“There is a community for the teachers of the same course, we hold regular meetings at the beginning of the semester to discuss our experiences from last year; we share materials, it’s a very inspiring community”.

„I am happy when I teach my students, fulfilled, full of life, nobody can change that feeling.”



Our Challenges

- **The respective value of teaching and research in academic careers is unbalanced** and favours research. The unbalance is deeply rooted in cultural aspects of academic life, institutions and communities.
- **Teaching**, although intrinsically rewarding, **is often viewed as a private activity with no widespread accepted criteria of quality**. “If you cannot measure it, it does not play a role in external recognition or promotion”.



What do institutions need to do to address these challenges

- Create a **common language or framework** for addressing development and expertise in teaching.
- Create an **open educational environment** in order to support and enable the establishment of a cultural shift.
- Ensure that the **respective roles** of institutional and individual levels, which are interconnected, are clear.



Recommendations

- 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.
- Devise methods/approaches for **assessing teaching achievement** that could be widely accepted in the academic community.
- Create or further elaborate **incentive systems** to valorise, celebrate, and showcase good teaching.
- Provide appropriate **resources and structures** for supporting learning and teaching, and empowering teachers.



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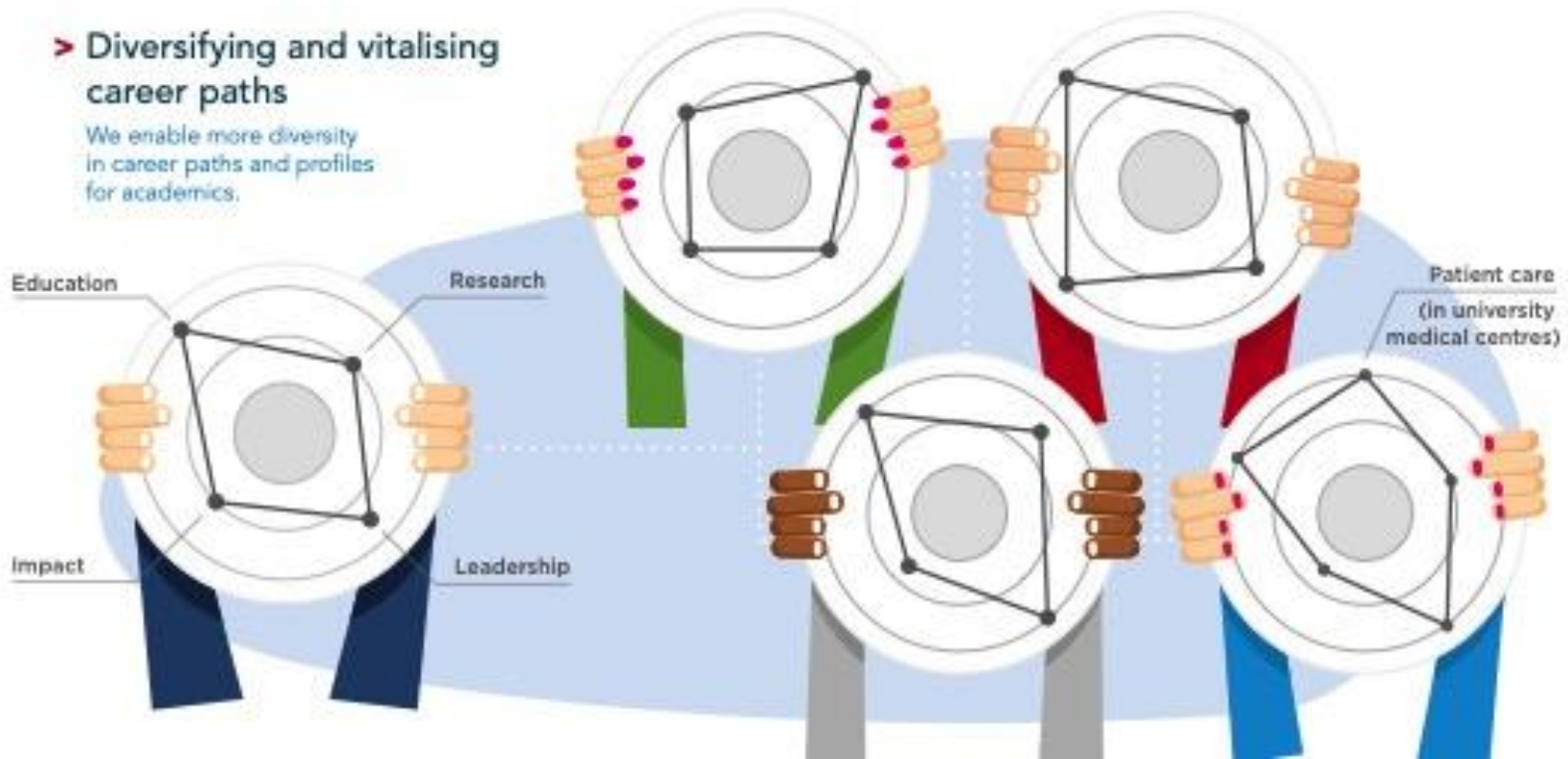
EUA-VSNU conference on reward and recognition

Room for everyone's talent

towards a new balance in recognising and rewarding academics

> **Diversifying and vitalising career paths**

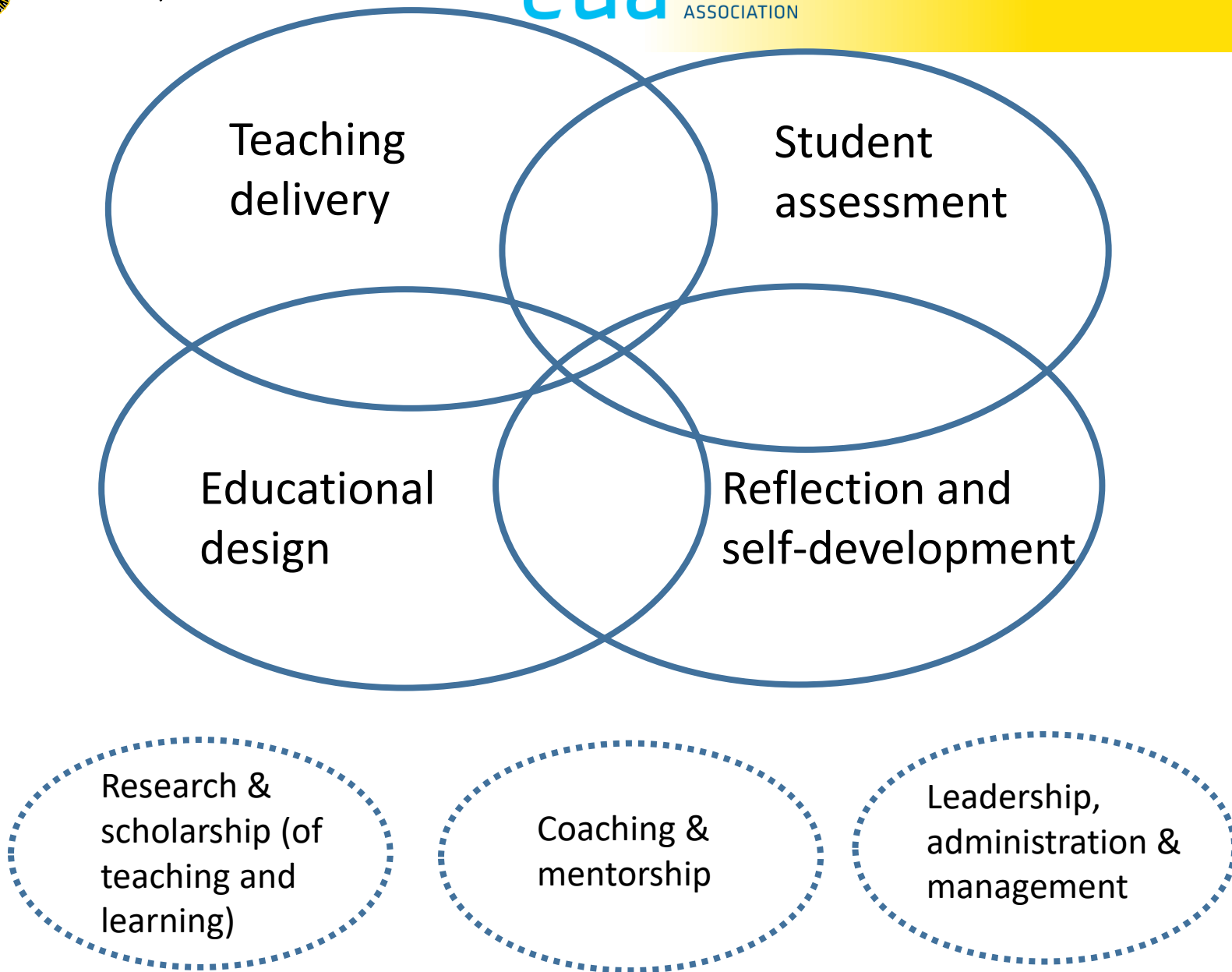
We enable more diversity in career paths and profiles for academics.

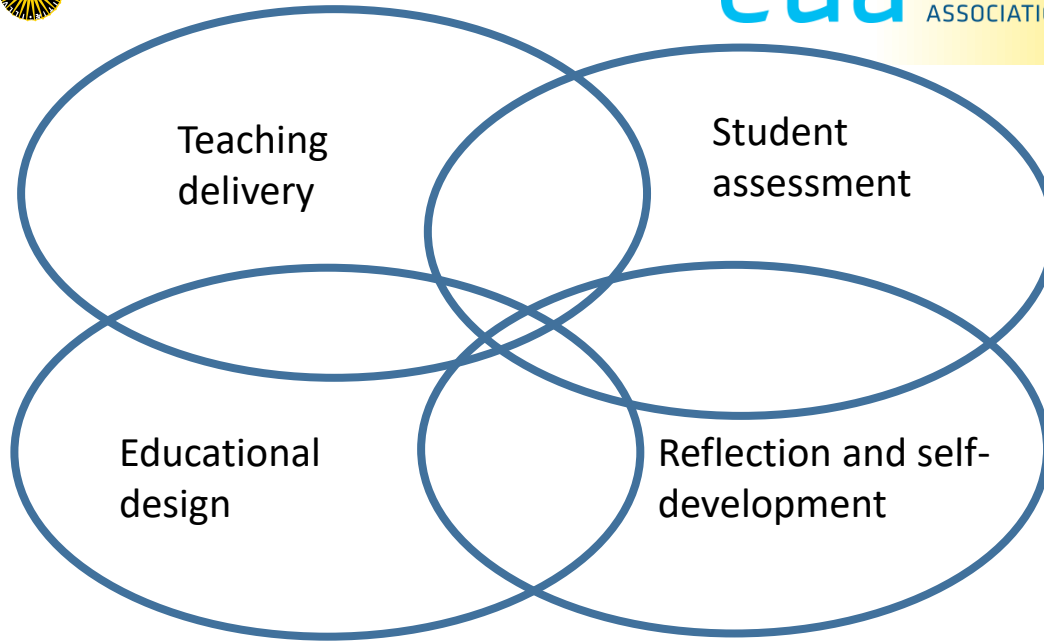




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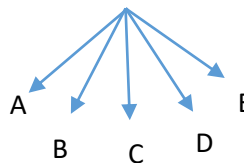
Axis 1:
Improving performance on a task

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



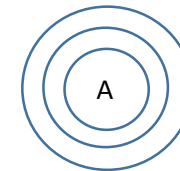
Axis 2:
Being able to perform more tasks in more task domains.

(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)



Discussion

- **discussion around questions:**
 - Do early career stage academics such as PhDs and Postdocs teach in your institute?
 - What do you do to prepare early career stage academics for their role as a teacher?
 - What is your institution doing already to balance teaching and research within a career? Could, or should this be applied to early career stage academics?