



Career Paths in Teaching

An EUA Thematic Peer Group 2018-2019

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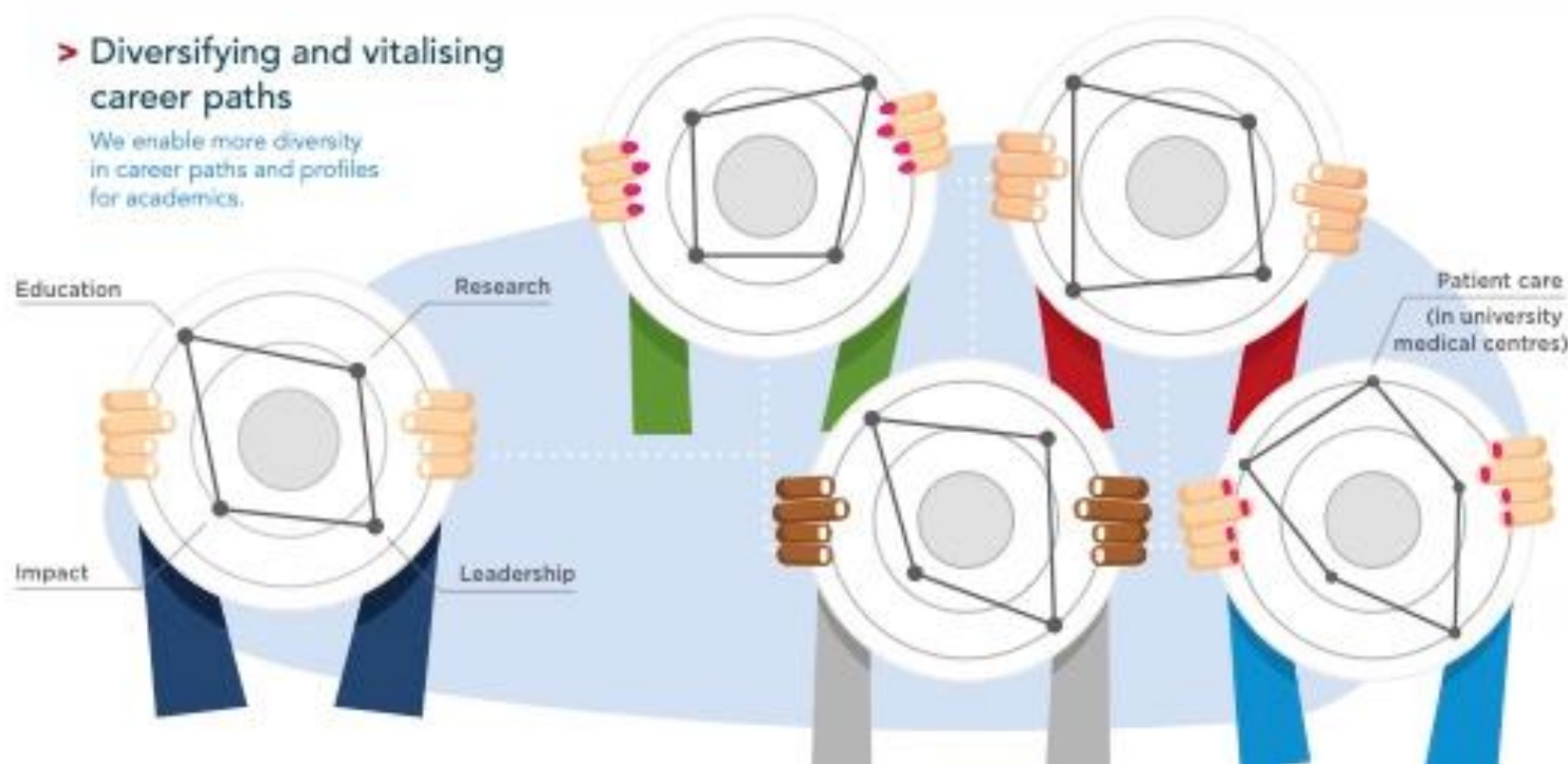
Design **balanced career stages**, which are envisaged in an encompassing way, and include all aspects of the academic profession that are valued at the institution.

Room for everyone's talent

towards a new balance in recognising and rewarding academics

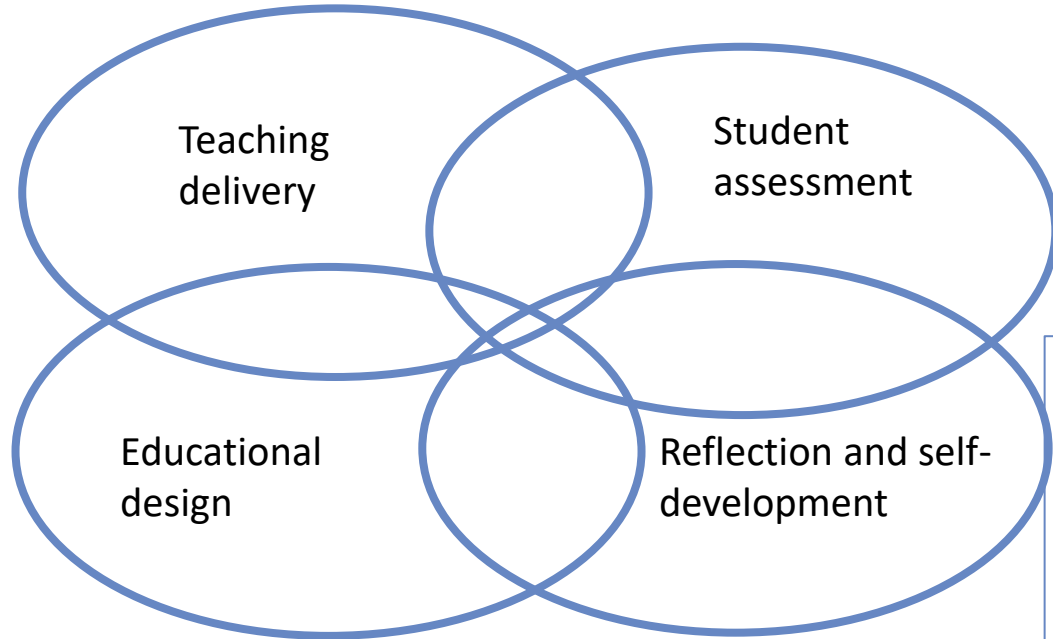
> **Diversifying and vitalising career paths**

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



EUA-VSNU
conference on
reward and
recognition

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.)

A horizontal arrow pointing to the right, starting from a vertical line labeled 'A'.

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

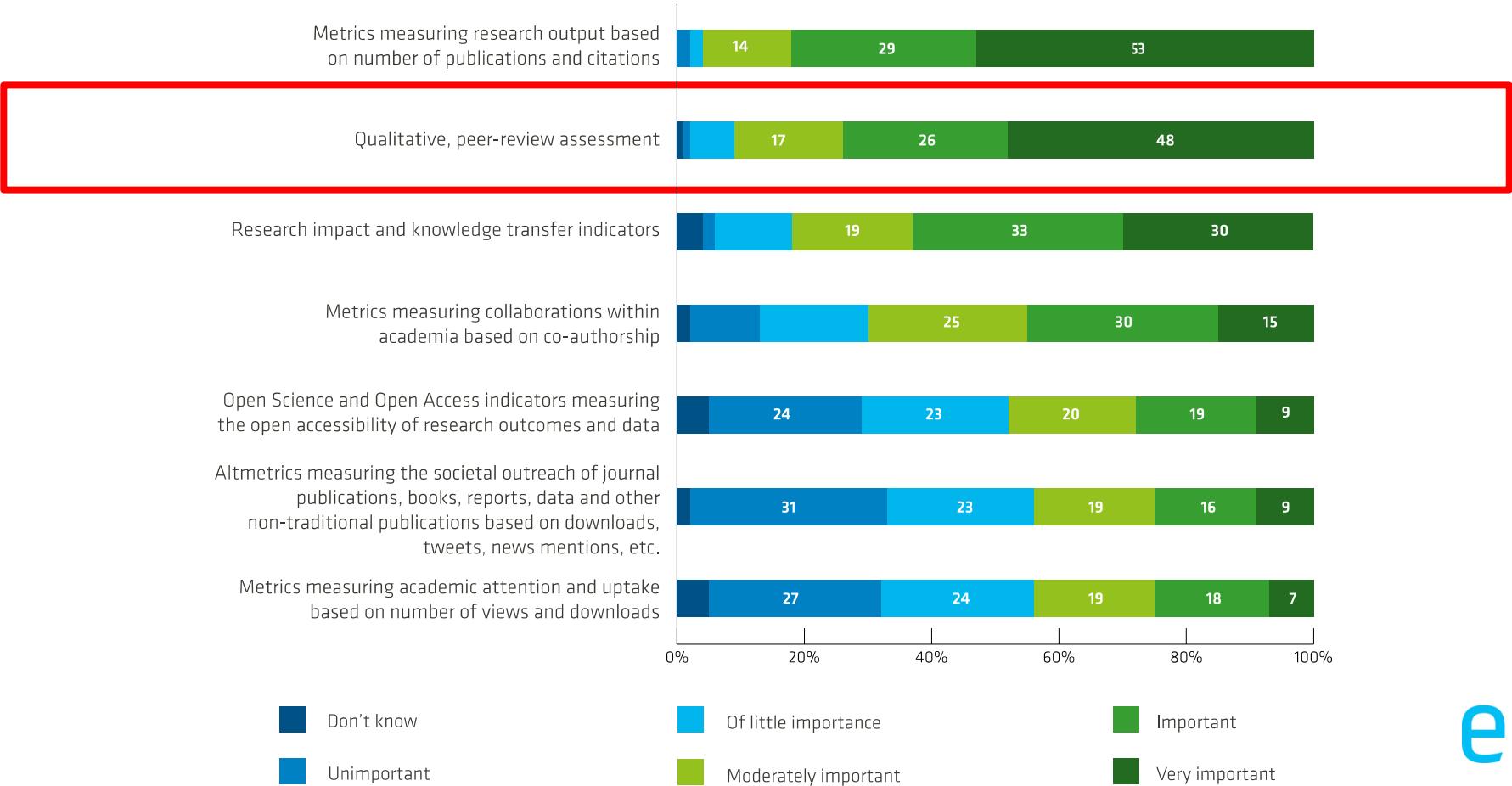
A central point with five arrows pointing downwards and outwards to labels 'A', 'B', 'C', 'D', and 'E'.

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

Three concentric circles with the letter 'A' in the center.

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





*Thank you for your
attention*

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