Webinar Academic Career paths 23-06-2020 (TAG)

<u>Break-out session group 1:</u>

How can we support the career progression of academics on the basis of their contribution to teaching and learning?

- Accessible funding structure for teachers in order to support innovation amongst teachers
- Same emphasis and importance on teaching and education as on research
- More emphasis on education in the R&O-form
- Create career development opportunities in teaching
- A UG-wide or even national approach on educational careers is needed

What would be a good pathway for academic career progression and an evidence base on which to demonstrate and evaluate teaching achievement?

- Teacher evaluation based on peer reviews could help improve teacher evaluations
- Course evaluations should not solely be seen as teachers evaluations
- You can use pre and post testing, to test the gains of students and to compare cohorts

<u>Break-out session group 2</u>

How can we support the career progression of academics on the basis of their contribution to teaching and learning?

- Also focus on researchers that contribute to teaching
- Implement teaching more elaborate in the HR-policy
- Teaching achievements should be better recognised
- Define educational leadership
- Teaching should also be evaluated on a qualitative level

What would be a good pathway for academic career progression and an evidence base on which to demonstrate and evaluate teaching achievement?

- A portfolio including self-evaluations in which teachers reflect on their own competencies, and that includes feedback from others
- General (not specific!) description of competencies that can be used for evaluations are needed

What can be done in the short term and what steps could the UG take in the long term?

- Teaching achievements should be made more visible, to better recognize these achievements
- Put the spotlight more on teaching instead of on research