

# A GUIDEBOOK FOR SCHOLARLY CAREER PROGRESSION

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**SUBTHEME:** Empowering Educators

## PROBLEM

There has been an increase in the number and recognised value of contributions by teaching-focused academics (TFA) in higher education. This evolution has supported the delivery of teaching yet there is a lack of clear recognition or articulation for how TFA are able to progress in their careers, particularly for casual TFAs. Resources do exist (Ross, 2019) and some institutions (e.g. Squires, 2020; University of Queensland, 2023) have commenced movement towards career pathway articulation. However, issues remain around institutional access, transparency, simple articulation, types of appropriate evidence and practical implementation for career progression.

## PLAN

A group of senior TFAs took a research-informed approach to develop a framework that could be used for the purposes of career planning, performance review, strategic scholarship development and recognition. The work supports TEQSA's requirement to create a climate of scholarship and mechanisms to monitor and evaluate impact (2022). The resource aimed to draw together all elements of a scholarly career progression to form a practical guidebook of best practices aligned with all elements of a scholarly approach that is accessible, institutional-non-specific and readily applied.

## ACTION

The guidebook has been developed using publicly available resources but goes beyond the simple measure of promotion guidelines like those for discipline researchers. It combines several elements (i) an appointment level framework for the three categories of learning and teaching; research and scholarship; and collegiality, leadership and management - each with several subcategories (ii) types and quality of evidence that can be curated to align with the both the categories and profile levels (iii) step-by-step instructions as to how to utilise the resources with worked exemplars (iv) templates to curate evidence. The guidebook can be used by all academic levels, from a casual TFA just commencing their career to a national L&T leader. It can be readily used to for personal reflection, to support performance evaluation, to provide stretch goals, and to identify career progression and support recognition opportunities.

## REFLECTION

The guidebook has been successfully piloted by a small group of TFAs of varying levels in developing annual performance reviews, career planning and promotion applications. Feedback indicates that "this resource brings together all the different parts of scholarly work in a really practical manner that saved me time and clearly set expectations I can work towards." (Pilot TFA, Level B).

## REFERENCES

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