

Evidencing teaching-focussed excellence and impact: aligning job applications and promotion to the 2035 vision

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WORKSHOP MODE

This workshop will be facilitated in person at AAEE 2023.

OVERVIEW OF WORKSHOP

The Engineering 2035 Project outlines changes required of Australian engineering education to ensure engineering graduates are prepared for the future (Crosthwaite, 2021). The report highlighted the need for engineering educators to have the right skills to drive student outcomes, as well as the need for institutions to effectively recognise teaching contributions (as compared to research). Through interviews with academics across Australia, Dart et. al (2023) recently published a list of skills required to be an effective engineering educator. This workshop will explore these skills, invite participants to reflect on relative strengths and weaknesses, as well as how skills can be evidenced and developed.

ACTIVITIES

1. A short overview will be presented of the skills for effective engineering educators identified in Dart et al. (2023).
2. Participants will be given the opportunity to rank their perceived importance of the skills, as well as self-identify strengths and weaknesses.
3. Participants will explore how each skill could be developed and evidenced, e.g. for a job or promotion application, to help build a 'best practice' guide for applicants.

TARGET AUDIENCE

This workshop is aimed at engineering educators who are interested in articulating/evidencing impact.

OUTCOMES

Participants will be supported to reflect on their teaching skill sets, identify ways of evidencing their skills, and consider development opportunities. Feedback provided in this workshop will inform future research on skills and barriers required for engineering educators of the future.

REFERENCES

- Crosthwaite, C. (2021). *Engineering Futures 2035: Engineering Education Programs, Priorities & Pedagogies*.
<https://www.aced.edu.au/downloads/Engineering%20Futures%202035%20R2%20report%20to%20ACED.pdf>
- Dart, S., Cunningham, S., Gregg, A., & Young, A. (2023). Defining the capabilities required to teach engineering: Insights for achieving the Australian sector's future vision. *Australasian Journal of Engineering Education*, 1-12.

KEYWORDS

Engineering 2035 Project, Skills, Impact

PRESENTERS' BACKGROUNDS

The presenters were awarded a 2021 Australasian Association for Engineering Education grant to investigate the skills required of engineering educators aligned to the 2035 vision. The team identify as early career researchers, and each have extensive experience teaching into undergraduate engineering subjects aligned to their technical backgrounds at large Australian universities.