

in their area of speciality, as well as administrative work. In practice this means the preparation and delivery of lectures, preparing and marking assignments, essays and exams; giving academic advice to students, supervising students research, keeping up-to-date with their own subject area, conducting research, writing and publishing articles on their subject area, as well as attending and presenting at conferences. Talking to lecturers and academic researchers about their experience of working in the field can also offer valuable insight into working in academia.

To become a tertiary lecturer you need a postgraduate qualification and/or extensive experience in the area you are



Self-knowledge is central to the job search process in academia, as in any other job. What are your values? What knowledge, skills and strengths do you have to offer an employer? What are your career and life goals? How do these relate – or not – to a position within academia? What do you want from your first academic working position?

A self assessment profile can help you identify the right job match for you, as well as clearly articulate to an employer *how* and *why* this position is the right one for you. Knowing what your skills, knowledge, interest and strengths are can also help broaden your job possibilities. This is particularly helpful to know as there mll towlebpnowlebpnowlebpno 10 0s theren-

teaching. Most tertiary lecturer positions require a PhD, but a master's degree and industry experience is acceptable in academic shortage areas. Indeed industry experience is recognised as being highly valuable in some disciplines. Tertiary lecturers gain skills on the job and through carrying out research. Many tertiary education providers have in-house training courses in adult education too, offering lecturers the opportunity to up-skill. See [www.careers.govt.nz/default.aspx?idO=103&id1=A426E2F4-1E6B-46A3-A5FF-8E29612FBB70](http://www.careers.govt.nz/default.aspx?idO=103&id1=A426E2F4-1E6B-46A3-A5FF-8E29612FBB70)

knowledge and skills in areas outside their specific discipline. For example, changes have occurred in teaching (tertiary teaching pedagogy, incorporating a broader range of learning styles, the use of technology to post course information for students and the changing student demographics, with students from a diverse range of multicultural backgrounds), research conduct (such as Performance Based Research Fund (PBRF), increased global research collaboration and grants and tenders with industry) and changes to university governance.<sup>8</sup>

