

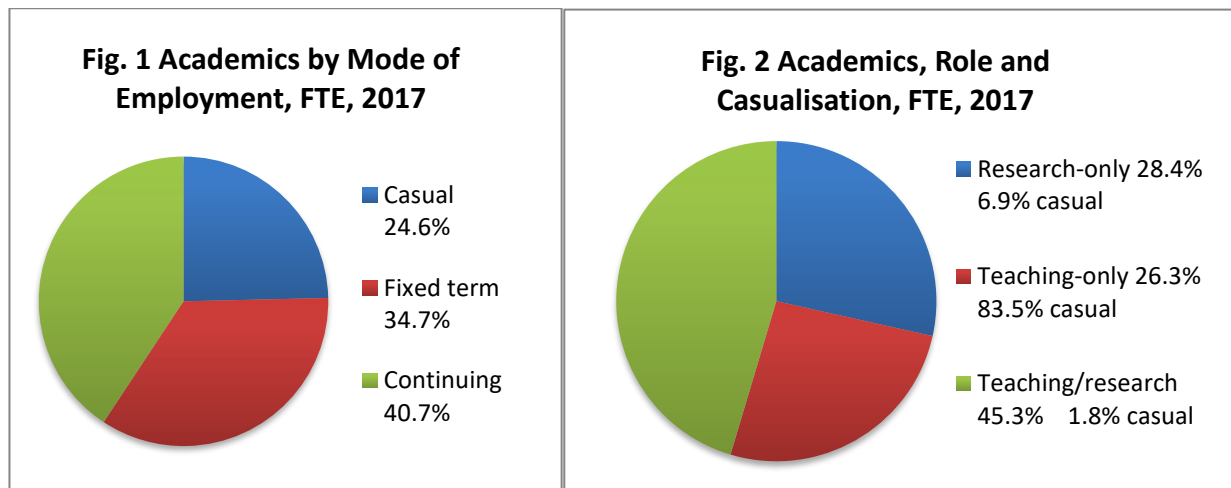


Scholarly Teaching Fellows as a new category of employment in Australian universities

2020 Final Report Achievements Statement

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From 2012 a new type of teaching-focused academic was emerging in the university system, the 'Scholarly Teaching Fellow' (STF). About 800 of these continuing positions had been created by 2015. They were designed to replace casual teachers, and to enable 'sustained' engagement with scholarship as required under federal HE standards. As outlined in the Fig 1 and 2, casualisation has become a permanent feature of academic teaching; the STF positions were designed to change this.



The project evaluated the STF approach, with eighty in-depth interviews across six universities, 50:50 STFs and managers, with a series of focus groups and a follow-up conference. The final report finds the initiative had little impact on casualization and created a category of employment that locked-in a high teaching load. The Report questions the need for a ring-fenced category of STF academics, asserting the importance of the existing unified academic scale, which can accommodate a workload mix across academic roles. It calls for a holistic approach to decasualisation, to set limits on insecure work.

The Report finds that contention over the STF model has forced the debate about casualization and the disaggregation of academic work onto the university policy agenda. Notably, we found no one willing to defend the current high rates of teaching casualization in universities. The STF model has helped precipitate a wider debate about the need for more secure work and sustained scholarship in public universities. In this respect, it is critically important.

Outputs and Website

This project has generated recommendations to guide decision-making and future strategies of key institutions with respect to workplace relations in universities, education funding and the structure of education delivery. The authors have presented on the project at several sector events; the project has produced a number of publications, and promises more; details are at: <http://scholarlyteaching.net/>

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