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Scholarly Teaching Fellows as a new category of employment in Australian universities: impacts and prospects for teaching and learning

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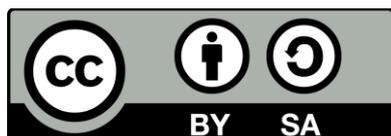
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List of acronyms used

ABS	Australian Bureau of Statistics
BOOT	Better Off Overall Test
CAE	College of Advanced Education
DESE	Department of Education, Skills and Employment (<i>formerly DET</i>)
DET	Department of Education and Training
EFR	Education-focused role
EFTSL	Equivalent Full-Time Student Load
ERA	Excellence in Research Australia
FWC	Fair Work Commission
FTE	Full-Time Equivalent
HECE	Higher Education Conditions of Employment (Award)
HECS	Higher Education Contribution Scheme
HELP	Higher Education Loan Program
MSAL	Minimum Standards for Academic Levels (in the Higher Education Industry–Academic Staff–Award 2010)
NTEU	National Tertiary Education Union
SoTL	Scholarship of Teaching and Learning
STF	Scholarly Teaching Fellow
TEQSA	Tertiary Education Quality and Standards Agency
TFR	Teaching-Focused Role
WCAU	Work and Careers in Australian Universities
WGEA	Workplace Gender Equality Agency

A note on terminology

The term Scholarly Teaching Fellow (STF) is used to refer to the specific positions created under a scheme established through enterprise bargaining at university sites. In recent years, more academic staff have moved from a balanced or integrated work distribution (typically 40 per cent teaching, 40 per cent research and 20 per cent service) to a workload model that focuses either on teaching or research. The model can be set out at the advertisement and appointment process, or it can be negotiated through performance reviews once the applicant is employed. A specialised work profile may be locked into the position, or it may be changed at different times during the academic's period of appointment. Various terms have been used to denote staff whose focus is on teaching: teaching only, teaching focused, teaching intensive. All these terms can be used to designate a teaching workload that is greater than 40 per cent of an academic's overall work profile. In recent years, teaching-focused roles have been replaced in some universities by more broadly defined 'education-focused' roles. In this report, we use the acronym EFR (Education-focused role) when reporting on experiences of working in roles centred on university education that have been introduced other than through the bargained implementation of the STF role. More broadly, in the discussion sections, we use 'teaching-focused staff' to refer to all categories of academic staff whose recognised workload, as defined in their work profile, centres on teaching and educational development. We use the term 'balanced' or integrated role to refer to the role of staff whose work is organised according to a 40:40:20 split.

Executive summary

Project context

In recent years a new type of teaching-focused academic position has emerged in the university system, the ‘Scholarly Teaching Fellow’ (STF). These continuing positions are designed to replace casual teachers, and to enable a more ‘sustained’ engagement with scholarship as required under Commonwealth higher education standards. There has been a growing reliance on casual academics to deliver university courses, and the rise of the ‘gig’ academic has undermined scholarship as well as job security. In 2012 the sector’s lead trade union, the National Tertiary Education Union (NTEU), proposed a novel approach to extend teaching capacity and provide job security for a portion of the estimated 50,000 casual university teaching staff. By creating a career path for the casual academics who currently perform the bulk of face-to-face teaching in Australian universities, it was envisaged that not only would casual academics benefit from enhanced job security, but that the employment of more continuing staff would improve teaching and learning and enhance the student experience. Between 2012 and 2015, industrial agreements negotiated between the NTEU and the majority of the sector’s universities led to a commitment to create 850 positions for a new type of academic role: the Scholarly Teaching Fellow (STF). Around 800 of these positions had been created by August 2018. This research, funded as a ‘Strategic Project’ by the former Office of Learning and Teaching, examined the introduction of STFs into the Australian university system between 2013 and 2016. The project explored the impact of this new category of employment in Australian universities on the organisation and future prospects of academic work.

Project aims

The primary aim of the research was to contribute to teaching and learning in Australian universities. The project aimed to:

- investigate the individual and institutional costs and benefits of STFs
- identify individual and organisational capabilities developed through the implementation of STFs, including improvements in pedagogical scholarship and student experience
- understand how STFs interact with, and redefine, other academic roles
- identify the extent to which STFs have created an entry-level career pathway in the context of sector renewal pressures
- develop sector-wide best practice for the development and support of the STFs and their future development.

Project approach

The research was undertaken between October 2016 and October 2018 and combined quantitative and qualitative methods to examine the implementation and experience of the STF initiative. It encompasses wide analysis of higher education statistics and investigation of university policies, extensive qualitative interviews with over 80 university staff members,

largely STFs and senior academic managers, and some extended discussion of findings through focus groups, sector engagement and project publications.

Project outputs

The project has generated a number of publications in both scholarly and popular outlets. In 2018, the research team presented three research papers at the annual conference of the Higher Education Research and Development Society of Australia (HERDSA), held in Adelaide. One focused on the question of calculating rates of casualisation in the higher education sector, the second discussed interview material from the project and the third debated early outcomes of the STF initiative. These papers produced wide-ranging discussions at the conference, which proved very useful for the early analysis of the interview material; all three papers were refereed and later published by HERDSA, and are available through open access online (Broadbent, Brown, & Goodman, 2018; Dados, Junor, & Yasukawa, 2018; Yasukawa & Dados, 2018). Co-authors have also published a further book chapter on the issue of statistics in higher education (Dados, Goodman, & Yasukawa, 2019), and a journal article debating the STF initiative (under review in 2019).

The research team also convened a plenary session at the annual meeting of The Australian Sociological Association in November 2018, which facilitated the presentation of research findings and a continuing engagement about the organisation of academic work. On 5 December 2018, the project convened a deliberative conference on initial research findings, held in Sydney with approximately 100 attendees. Participants received a draft copy of the research report in advance, enabling a rich engagement with the material during six workshops and two plenary sessions.

Several more publications are anticipated, including a jointly authored journal article and a full-length monograph. The co-authors anticipate continuing to engage in scholarship around this important issue, particularly in relation to the teaching–research nexus. In addition to these scholarly publications and initiatives, more information about the project can be accessed at <http://scholarlyteaching.net/>.

Key findings

- Rapid sector growth brings new risks and responsibilities.
- Falling per-student funding and high-stakes research metrics are reconfiguring the academic workforce.
- Australian academia is now deeply segmented, by role and mode of employment.
- Sector renewal has become a major concern, but also an opportunity.
- The STF role addresses casualisation by offering income security for (some) casual teaching staff.
- The STF role is being defined outside of the integrated academic career structure.
- STFs are being defined solely as teachers rather than as education-focused staff.
- STF teaching workload is unsustainable for academics and for the sector.
- STFs in many institutions are unable to seek promotion as education-focused staff.

- STFs are unable to develop a research profile.
- Academic casualisation is a major problem but the STF initiative falls short as a solution, both qualitatively and quantitatively.
- As an alternative, education- and industry-focused academics can be recruited to Level A entry positions.
- There is a risk that the STF classification will be used as a ‘Trojan Horse’ to expand use of education-focused contracts.
- There is no consensus among university managers on the STF initiative: some see its benefits while others are more critical.
- There are numerous agencies that have responsibility and capacity to address the issues identified in this report.

Recommendations

1. Income security and career progression are required for all staff engaged in ongoing work.
2. Universities should create new entry-level positions at Level A to decasualise ongoing work.
3. Existing STF positions should be integrated as ‘research-and-teaching’ positions.
4. Universities can use the existing integrated career structure for education-focused staff.
5. Face-to-face teaching load for education-focused staff should be no more than 60 per cent.
6. Teaching workload should reflect hours worked.
7. Sector renewal is needed and should be implemented in a way that promotes career security.
8. Casual teaching academics should be appointed to Level A education-focused positions, rather than to STF positions.
9. University funding should ensure that the teaching–research nexus is sustained.
10. A multi-pronged strategy needs to be developed to mobilise the effort to address high levels of university casualisation and facilitate scholarship-based teaching.

Table of contents

Acknowledgements.....	iii
List of Acronyms.....	iv
Executive Summary.....	v
Tables and Figures	ix
Introduction	1
Chapter 1: Academic work in Higher Education	3
Chapter 2: Transformation of teaching	9
Chapter 3: Scholarly Teaching Fellows: Model and implementation	17
Chapter 4: Methodology and data analysis	20
Chapter 5: The STF experience: career openings?	27
Chapter 6: Transforming scholarship and teaching quality?	31
Chapter 7: STFs and the academic workforce	36
Chapter 8: STF narratives and future development	41
Chapter 9: Sector engagement and deliberation	47
Conclusions: Insights, findings and recommendations	52
References	57
Appendix A: Certification by Deputy Vice-Chancellor	63
Appendix B: STF Claims and Outcomes: Comparison of NTEU Mandatory Claims for Scholarly Teaching Fellows and Enterprise Agreements Clauses for Scholarly Teaching Fellows and Teaching-focused roles at selected universities.....	64
Appendix C: Higher Education Industry Academic Staff Award 2010	70

Tables and figures

Tables

Table 2.1: Academic employment 2011-2012	14
Table 3.1: Actual Casual Academic FTE as % of total academic FTE by academic classification for 1996-2015 at selected institutions.....	18
Table 4.1: Interview summary: interviews completed by type of site and role.....	22
Table 4.2: Distribution of management interviews by university type and administrator category	23
Table 4.3: Sample analysis of STF interviews.....	24

Figures

Figure 1.1. University academics by mode of employment, FTE 2017.....	4
Figure 2.1: Academics, role and casualisation, FTE 2017	12
Figure 2.2: Academic staff at levels D and E by role and gender	14
Figure 4.1: Distribution of interviews by discipline and gender	25
Figure 4.2: Work-related stress reported by site among STFs and staff in EFRs.....	26

Introduction

Changes in government policy in recent decades have expanded access to higher education (Australian Government 2009; Bradley, Noonan, Nugent, & Scales, 2008) while replacing block research funding to universities with a competitive grants system (Cutler, 2008; Larkins, 2012; Norton & Cherastidtham, 2018). The growth in student numbers has placed increased pressure on universities to expand teaching capacity in a context of funding constraint, both for teaching and research. One response has been to ‘flexibilise’ the workforce by expanding the pool of casual and contract staff in both teaching and research. Another has been to reorganise academic work away from the traditional ‘balanced’ teaching-and-research profile towards a system of specialised roles in teaching, research, or administration.

Into this mix, the sector’s lead trade union, the National Tertiary Education Union (NTEU), proposed a novel approach to extending teaching capacity and providing job security for a portion of the casual university teaching staff, whose numbers have increased to an estimated at 50,000 (Broadbent, Brown, & Goodman, 2018; Coates & Goedegebuure, 2010; May, 2011). The new academic profile of Scholarly Teaching Fellow (STF) was intended not only to provide a career path for the casual academics who currently perform the bulk of face-to-face teaching in Australian universities, but also to improve teaching and learning, and enhance the student experience. The STF profile, and variants of it defined in the section ‘A Note on Terminology’ (p. i), were introduced into the Australian university system between 2013 and 2016.

This research, funded as a ‘Strategic Project’ by the former Office of Learning and Teaching, examined approaches and responses to this introduction. The project explored perceptions of the impact of this new category of employment in Australian universities on the organisation of and future prospects for academic work. The research was undertaken between October 2016 and October 2018, and included 80 extended interviews with key stakeholders at six campuses, and four focus groups with 18 participants.

The primary aim of the research was to contribute to teaching and learning in Australian universities. The project aimed to:

- investigate the individual and institutional costs and benefits of the STF initiative
- identify individual and organisational capabilities developed through the implementation of STF positions, including improvements in pedagogical scholarship and student experience
- understand how the STF role interacts with and redefines other academic roles
- identify the extent to which the introduction of STF position has created an entry-level career pathway in the context of sector renewal pressures
- develop sector-wide best practice for the development and support of the STFs and their future development.

The report is organised into nine chapters. Chapter 1 discusses the collision between increased university enrolments and intensified funding constraints. Chapter 2 outlines the resulting impacts on academic work, especially in terms of the increased casualisation of

teaching, and the related separation of teaching from research, with role specialisation challenging the traditional conception of research-informed university education. Chapter 3 outlines how the STF initiative was designed to address some of these impacts, especially to address rising casualisation and strengthen scholarship in teaching. This chapter also provides an overview of how the STF model has been implemented across the sector, focusing on 10 universities that are broadly representative of contrasting types of university in Australia. Chapter 4 outlines the methodology and data analysis employed in the project, which centres on STF initiatives in six selected institutions, selected as broadly representative of the main categories of university in Australia ('Sandstone' or 'Redbrick', 'Gumtree', 'Unitech', and 'New' university). Chapters 5 to 8 present findings from the data along four themes: the STF category as a career opening, the impact of the STF role on scholarship and teaching quality, the impact of the STF initiative on the nature of the academic workforce, and wider questions about the future of academic workers in Australian universities raised by the STF initiative. Chapter 9 outlines sector engagement and deliberation initiated by the project. The conclusions review the project's findings and make recommendations.

Chapter 1: Academic work in higher education

This chapter seeks to provide an overview of key recent changes to Australian universities and academic work, with a focus on the issue of contingency. From a societal, policy and system perspective, an underlying tendency to instability and unsustainability resides in the underfunding of university growth, and in the resulting risk shifting from state to institutions, staff, and students. Over the past two decades in Australia, social democratic aspirations for expanded university participation have been overlaid by the reconstitution of students as 'market citizens' (Jayasuriya, 2014). Growth has been achieved by reconstituting universities as enterprises, regulated at arm's-length by the state and governed managerially rather than collegially (Marginson & Considine, 2000).

From the perspective of academic identity, the sector is also at something of a turning point. Driven by what Withers (2014, p. 64) describes as a 'market, mandarin and management momentum', academic workers have experienced crises of identity, insecurity and work unsustainability. Universities have become more like large businesses, governed by principles of contractualism, audit, and employment flexibility (Connell, 2009). If the rising tendency to casualisation reflects an underlying crisis of resourcing and staffing, the emergence and acceptance of teaching-focused academic roles over the past decade represents an overt turning point in thinking about the role of universities and about the identity of academics.

Growth, structural recomposition and identity change

The changes in Australian higher education over the past 45 years have been dramatic. The Whitlam Government abolished university fees from 1974, thereby opening access to many more students from a wider range of backgrounds. Australia's higher education system had previously been relatively stable, in terms of funding and exclusivity of student participation. It had been exclusive in the twin sense of being selective and limited, and socially prestigious and excluding. Opened access came with increased student numbers and new campuses. When the Hawke Government was elected in 1983 there were 18 universities in Australia; the establishment of Bond University in 1987, made it 19 (Forsyth, 2014a, 2014b). From 1987, John Dawkins, Hawke's Education Minister, introduced the Unified National System, eliminating the existing two-tier model of research-based universities and teaching-focused Colleges of Advanced Education (CAEs). In the decade following the Dawkins changes, a further 16 universities were established, mostly through amalgamations of existing CAEs (Marginson, 1999; Moses, 1992; O'Brien, 1992). With expanded capacity, and rising costs, the government reintroduced university fees with the 1989 Higher Education Contributions Scheme (HECS). Initially, students were charged a relatively low fee: it could be taken-out as a loan and repaid via the tax system once earnings rose above a certain threshold. The loans system remains in place, though fees have increased substantially, and the repayment threshold has been reduced. Jayasuriya (2014) describes this creation of 'structured opportunity markets' in higher education, interlaying market-like discipline with social democratic oriented policies, constituting students as market citizens and intertwining a new education market with the regulatory state.

Academic Contingency in 2017

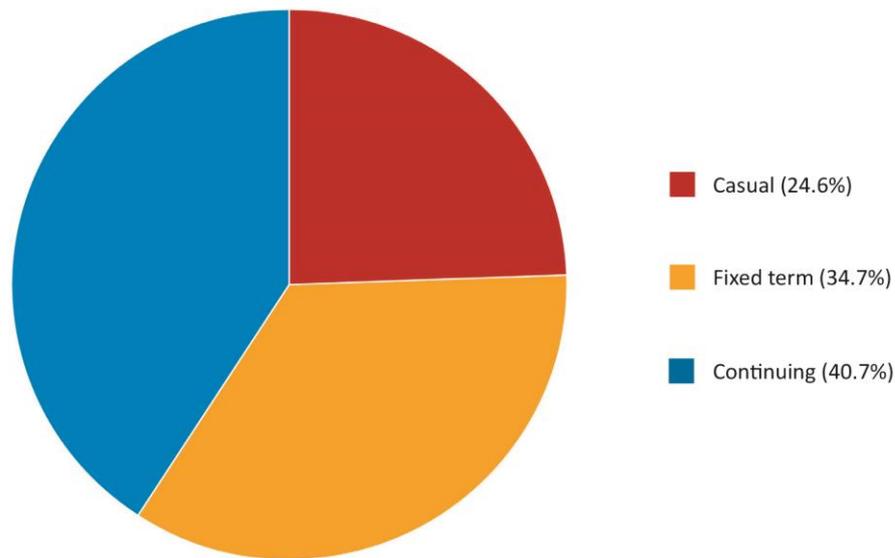


Figure 1.1: University Academics by Mode of Employment, FTE, 2017

Source: DET 2018b: Appendix 1.14 FTE for Full-time, Fractional Full-time and Actual Casual Staff by State, Higher Education Institution, Work contract and Function, 2017; Norton & Cherastidtham 2018: 39.

The DET estimates there were 15,026 FTE casual staff engaged in teaching and/or research in the university sector in 2017; it further states there were 45,975 FTE non-casual staff in teaching and/or research.

Using data received on special request from the DET, the Grattan Institute states that 'in 2017, 46 per cent of non-casual academic staff were on fixed-term contacts' (Norton & Cherastidtham 2018: 39). On this basis, there was a total of 24,827 FTE continuing and 21,148 FTE fixed-term teaching and/or research staff in the sector.

With the caveat that casual FTE is based on a flawed DET FTE formula (see Chapter 2), we can say that of the total teaching and/or research staffing of 61,001:

- 24.6% (15,026) are casual (rising from about 15% in 1996)
- 34.7% (21,148) are fixed term (trend figures unavailable)
- 40.7% (24,827) are continuing (trend figures unavailable)

On these official statistics, then, 59.3% of the academic workforce is non-continuing.

The shaping of the neoliberal university

Use of the term 'neoliberal' is problematic: it is sweeping and tends to close discussion rather than open it, and it invites a hankering for older, better (albeit more elitist) days (Davies, 2014). Nevertheless, it helps explain how, and with what effect, the academic labour market has casualised so dramatically (Thornton, 2014). In general, neoliberal policies promote market competition as a means of resource and reward allocation,

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

prescribe a limited role for governments, and encourage deregulation, decentralisation, and outsourcing (Harvey 2005). Yet they also involve intervention in the labour market to restrict the organising and representative role of unions. In universities, they involve distanced or arm's-length intervention, using contractual arrangements and contingent funding to steer managerial processes that indirectly drive policy compliance (O'Brien, 2015, pp. 3, 155).

A discourse of choice, enterprise, competition, commercialisation, quality, efficiency, innovation, accountability, and excellence weaves students, staff, administration and external 'partners' into an apparently unarguable consensus. For example, Ranson identifies 'accountability' as a specific feature of corporate-style governance shaping relationships and dispositions' and imposing 'norms, disciplines, controls, regulations and exclusions' upon those working within the higher education community (Ranson, 2003, pp. 462–463). For example, Saunders (2015, p. 400) describes how 'excellence' is used as part of a broader emphasis on 'quality', as a relative concept involving continually shifting goalposts and ratcheted-up expectations.

The creation of a market in higher education has been a key priority of Australian governments since the 1980s. The underlying force of this market is the introduction of competition—among institutions for students, within teaching and research for status and resources, and on the international stage through ranking systems. An essential element of the education market is its intersection with the wider labour market, for which education itself is now largely packaged and marketed. Courses and degrees are introduced, withdrawn, and reshaped in response to the perceived immediate needs of the labour market or consumer taste, rather than any wider or longer-term public good (Blackmore, 2014, 2015). Staffing 'flexibility' is required as a response to shifts in market demand as well as a means of containing salary costs.

Major policy shifts since 1990

As already outlined, a number of changes in the university system occurred in the 1990s which transformed Australia's university system into one of mass education under the umbrella of the Unified National System. This increased the number of university academic staff and began a process of 'converting' former college and institute staff, for whom teaching had been the main focus, into research-and-teaching academics with PhDs. In the industrial arena, the HECE (Higher Education Contract of Employment) Award 1998 introduced a single integrated career structure from Level A (Tutor) to Level E (Professor), and systems of quality audit and accountability were established (Probert, 2013, pp. 11–14). This structure has largely been retained in the most recent award, the Higher Education Industry Academic Staff Award 2010.

In 2009, the government set the goal for Australia to be ‘amongst the most highly educated and skilled [countries] on earth’ by providing all capable citizens the opportunity to undertake advanced studies (Australian Government, 2009, p. 7). This new policy direction, introduced after a number of independent reviews into the higher education system, was based on the removal of caps on student numbers to improve accessibility for those from lower socioeconomic backgrounds. Among the sweeping changes introduced, funding was linked to individual university-level targets for teaching and learning, a recommendation of the Bradley Review (Bradley, Noonan, Nugent, & Scales, 2008). These changes boosted the profile of teaching within universities and ‘academic staff responsible for the quality of teaching found their voices suddenly sounded louder within their universities’ (Probert, 2013, p. 15).

Changes to research funding following the Cutler Review (Cutler, 2008) also impacted on teaching and learning, as competitive research funds were quickly concentrated in the established ‘Group of 8’ universities. Research funding allocations to these universities increased year by year to around 70 per cent of all funding while those for other universities declined (Larkins, 2012, p. 3). This left many non-Sandstone universities without research funding, and in a position where most of their academic staff were not competitive for grants. The introduction of the Excellence for Research in Australia (ERA) system in 2008 further increased pressure on universities to be competitive in research as outputs were ranked by journal impact factors, citation analysis, commercialisation revenue and esteem reviews (Cooper & Poletti, 2011).

While the emphasis on teaching quality and research outputs has increased pressure on universities to pursue role specialisation, regulatory requirements have constrained the ability of universities to ‘unbundle’ teaching from research and/or scholarship. The 2015 Higher Education Standards Framework requires that universities undertake ‘research that leads to the creation of new knowledge and original creative endeavour.’ At the same time universities must ensure that academic staff demonstrate ‘sustained scholarship that informs teaching and learning’ (TEQSA 2015, p. 17-18). The Tertiary Education Quality and Standards Agency (TEQSA) implements the Framework, and requires universities to ensure that all teaching staff are engaged in ‘sustained... scholarship of some kind that informs their teaching’ (TEQSA 2018, p. 6).

Challenges to universities’ and academics’ role and identity

Australia’s reliance on a steady stream of increasing export earnings in education, and especially through higher education, has been consistent since the early 1980s. By 2017, education had become Australia’s third largest export industry behind iron ore (worth \$62.8 billion in 2016–17) and coal (\$54.3 billion) and Australia’s largest service industry export. In 2017 the Australian Bureau of Statistics (ABS) reported that annual education exports had grown to a record \$28 billion. By comparison, this was 33 per cent more than Australia’s tourism industry, which the ABS reported as being worth \$21.6 billion in 2016–17 (ABS, 2017; Department of Education and Training [DET], 2017; Dodd, 2017). The internationalisation of higher education has intensified as international students grow in numbers, and their financial importance to individual institutions and the national economy more broadly is now critical. Universities have become more active in positioning themselves in cities and on campuses overseas and in international league tables.

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

One of the most significant features has been the shift in funding of higher education from a publicly funded provision to one that is primarily funded by students and their families, supplemented with additional funds from private enterprise, benefactors, and the state. Bryan and Rafferty (2018) suggest that today, in every area of life, financial risk is being shifted onto ordinary people. This risk-shifting can be seen particularly in the case of higher education as students and their families take on the financial burden of studying, while among staff, precarious employment spreads throughout the sector.

Thus, risk shifting has moved progressively through the sector:

- from the state onto institutions that are not sure of future teaching and/or research funding
- from institutions (around future courses and organisational structures) onto their workforce, whose precarious employment provides the means of cost saving if funding or student demand declines
- from the state onto students and families through fees and future tax repayments.

In this context, Australia's universities as institutions have dramatically changed.

- They are among the country's largest and most valuable financial organisations. Their individual annual revenues range from, at one end of the income spectrum, The University of Melbourne and The University Sydney which in 2016 had revenues of \$2.3bn and \$2.2bn, while at the other end Charles Darwin University's 2016 revenue was \$278m, Batchelor's Institute was \$39.7m, and University of Canberra's was \$280m (DET, 2018a).
- They are major property owners and property developers, dominating whole precincts and skylines of inner cities in Sydney, Melbourne, and Adelaide.
- They have developed prominent international reputations with campuses overseas, especially in the fast-growing Asia Pacific region.
- They employ Vice-Chancellors as highly paid corporate executives with additional lucrative non-wage perks of office.
- They are a dominant part of the national economy as the third highest income earning export industry (DET, 2017).
- They attract very large numbers of students from overseas and 40 per cent of local Australian school leaving students each year, as well as 12 per cent of students entering on the basis of vocational education qualifications and a further share entering after gaining diplomas from pathway colleges, making higher education a mass education system (Norton & Cherastidtham, 2018, p. 19).
- They rely on student fees as a major source of income as government support has consistently fallen as a proportion of overall income. In 2016, for example, The University of Melbourne's \$2.27bn income included 12.7 per cent Commonwealth Grant Scheme funding, approximately 20 per cent from research funding, 11 per cent from HECS/HELP and 36 per cent from fees and upfront charges (including 28 per cent from overseas student fees). At the other end of the spectrum, the corresponding figures for the University of Southern Queensland were 44.6 per cent Commonwealth Grant Scheme, 2 per cent research, 28 per cent HECS/HELP and 19

per cent fees and upfront charges (of which 12 per cent was from overseas students) (DET, 2018a).

- They have governance arrangements that have also undergone dramatic change. Former long-standing collegial decision-making bodies have been made largely redundant as corporate-style boards exercise much more centralised decision-making authority. A rapidly expanding managerial and professional layer within the university administrations supports the university executives.
- They have become much larger organisations as the size of their workforces has also grown such that universities are now major employers of academic, professional, technical, clerical and support staff.

Thrift (2016) argues that corporate managerial structures are an inevitable outcome of universities' growing size and global reach. Rather than neoliberalism having encompassed deregulation, the neoliberal order has instituted new and additional forms of regulation, based on tied government grants, legislation-based controls and new reporting requirements, fundamentally changing university governance (Forsyth, 2014a; O'Brien, 2015). This 'loose-tight' control is particularly the case with managing the labour force, as regulations prescribe what can and cannot be negotiated or agreed to between unions and employers (Under the *Work Choices Act* between 2006 and 2008, this even included employment modes).

This chapter has provided a context of changes to universities and academic teaching, raising fundamental questions about alternative approaches to university identities, forms of academic work, academic freedom, and social inclusion. These issues enable and constrain responses both to casualisation and to ensuring teaching quality in a climate of funding-constrained growth. They are revisited throughout the report, especially in the concluding reflections.

Chapter 2: Transformation of teaching

The teaching/research nexus was a premise of the Australian publicly funded Unified National System of universities from 1987 (Forsyth, 2014a, pp. 116–118). It is still enshrined, along with academic freedom, in the *Higher Education Support Act (HESA) 2003*. As already mentioned in the previous chapter, ‘Threshold Standards’ for higher education require that teaching be embedded in ‘continuing scholarship or research’ (TEQSA, 2017).

Yet, two realities and a paradox challenge the nexus ideal:

- The sector now relies on insecurely engaged teaching-only staff for an estimated 47 per cent of university teaching and 77 per cent of teaching-intensive academics are hourly paid sessional staff (Andrews et al., 2016, p. 13; Kniest, 2018).
- Competitive research funding allocation has helped undermine the teaching/research nexus by narrowing the focus of teaching and access to funding support for research. Over 60 per cent (closer to 70 per cent) of research grants and research infrastructure funding remain concentrated in Sandstone universities (Norton & Cherastidham, 2018, pp. 55–58). Within institutions too, competitive grant funding is driving a separation of research and teaching roles.
- Paradoxically, while universities are increasingly reliant on income from local and international student fees, the basis on which they compete for students is not teaching quality but research rankings based on globally standardised metrics (Aspromourgos, 2014; Blackmore, 2015; Marginson & Van der Wende, 2007).

To enhance the status and quality of university teaching, and at the same time improve job security for university teachers, several universities have recently introduced education-focused roles (EFR); the STF initiative aims to address the similar issues. Both involve an unbundling of the teaching/research nexus and seek to redefine scholarship.

Unbundling and rebundling of the teaching/research/scholarship/engagement nexus

The term ‘unbundling’ describes:

- a fracturing of the nexus among teaching, research, scholarship, service/administration and engagement, within institutions, and in individual roles and identities
- the disaggregation of distinguishable aspects of teaching, including technology, design, delivery, student contact and assessment
- a risk of the displacement of Boyer’s (1990, 2016 [1996]) notion of scholarship and engagement, by a narrow transmission view of teaching, downplaying discovery, integration, application and reflection.

Unbundling may undermine the scholarship basis of teaching (critical reading and debate, the interpretative fitting of knowledge into larger intellectual patterns, reflective teaching practice) (cf. Connell, 2009; Probert, 2014). Research is increasingly being defined in terms of competitive grant-funded projects addressing a narrowly conceived ‘national interest’ (cf.

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

recent change to Australian Research Council grant criteria) (Forsyth, 2014a). Insecurely employed teachers have no paid research time and their insecurity poses risks to academic freedom—the basis of the public good role of universities (Bell, 2017; Marginson, 2011, 2016).

Between 1993 and 2012, the NTEU strenuously defended the teaching/research nexus. This defence, interacting with universities' pursuit of cost-minimising flexibility, and government deregulation of employment modes between 2006 and 2009, contributed to the escalation of hourly paid, sessionally engaged casual employment as the dominant form of teaching-only work in Australian universities. In response, in 2012, the NTEU shifted its priority to job security, pursuing the STF role as a career entry point, even while seeking to safeguard the teaching/research career nexus, within the STF role (Brown, Goodman, & Yasukawa, 2006, pp. 8–9; O'Brien, 2015, pp. 271–280). Meanwhile, from 2006 onwards, a small but growing number of continuing ongoing EFRs was emerging in some universities, as much through workload allocation as through the redesignation of employment roles (Probert, 2013).

The union's definition of the teaching/research nexus has always been based on Boyer, claiming that 'A wider view of scholarship should be encouraged ..., rather than the view that research is the only acceptable form of scholarship' (NTEU National Council 1999, cited by McAlpine, 2002). Since September 2017, scholarship is identified as a mandatory element of the Teaching domain of the TEQSA Higher Education Standards Framework 2015 (TEQSA, 2015), and is defined in a guidance note that builds on the Boyer elements of discovery, integration, application, and teaching and learning (TEQSA, 2017). This raises the question: can a view of the nexus between research-as-scholarship and teaching have any purchase against universities' pursuit of global research rankings as a market survival mechanism?

Unbundling of roles is also occurring *within* teaching. There has been a decomposing and specialisation of course design, face-to-face and online delivery, assessment and credentialing (Bambray & Ballardie, 2018; McCarthy, Song, & Jayasuriya, 2017). There is a critique that, through a 'quasi-convergence of the academy and the knowledge corporation' (Ross, 2009, p. 30), pre-packaged courseware is 'delivered' through precarious, alienated, fragmented, repetitive, and Taylorised teaching (Levidow, 2002; Noble, 1998). Certainly, casual teaching is generally unbundled, with little control over design and content, and differentially and incompletely paid contact and non-contact hours (Junor, 2004; Yasukawa & Dados, 2018).

There is also a growing under-recognition of the bundled service work of 'academic artisans', who are neither teaching nor research stars, but who 'keep the show on the road' (Brew, Boud, Lucas, & Crawford, 2018). Furthermore, new blended teaching roles are emerging—those of 'third space' professionals (Locke, Whitchurch, Smith, & Mazenod, 2016). In 2017, 10 per cent of university staff were located in Academic Support units (DET, 2018b). The 'third space' may see new teaching partnerships, or it may be colonised by managerialised, metrics-driven approaches to 'delivery', rather far removed from disciplinary inquiry-based scholarship (Macfarlane, 2011; Probert, 2013, pp. 9–10).

Quantifying the pressures and the challenges of rebundling

Publicly funded universities have steadily increased their teaching intensity, from 16:1 in 1996 to 21.4:1 in 2016 (Coates et al., 2009 p. 5; DET, 2018b, 2018c). These figures reflect the 'stretching' of academic resources across growing student numbers, mainly by employing casual academics. Government grants had declined to just over 40 per cent of university revenue by 2014 (Universities Australia, 2015, p. 5). Between 1998 and 2016, a 121 per cent increase to 910,100 in onshore EFTSL was taught by a 16 per cent increase in FTE academic numbers (to 42,600), including the growing numbers of casual teachers.

An intergenerational need for academic workforce succession planning is acknowledged (Bexley, James, & Arkoudis, 2013; Coates & Goedegebuure, 2012; Edwards, Bexley, & Richardson, 2011; May, Peetz, & Strachan, 2013). Casually engaged academics constitute a potential recruitment pool from which the coming shortfall can be drawn:

- in headcount terms, an estimated 60 per cent of academics are now engaged as sessional teachers (Dados, Goodman & Yasukawa, 2019). In FTE terms, 47 per cent of all university contact hours are taught casually (Broadbent, Brown & Goodman, 2018; Kniest, 2018; May, 2011)
- in FTE terms, casual academics fill 77 per cent of all teaching-only positions, 8 per cent of all research-only positions and 2 per cent of integrated teaching and research positions (Andrews et al., 2016, p. 13; DET, 2015)
- there is near consensus that the FTE casual academic figures appear 'meaningless, if not misleading' (Coates & Goedegebuure, 2010, p. 15), understating the size of the potential recruitment pool by a multiple variously estimated at 4:1 to 6:1. Calculated on the basis of 25 hours of tutorials each week in two semesters, the DET figures translate to 50–75-hour weeks during sessions (Yasukawa & Dados, 2018, p. 261). Using UniSuper records, May (2011) calculated a headcount to FTE ratio of 6:1. The NTEU uses a more conservative ratio of 4:1 (Kniest, 2018, p. 29)
- working with 2016 headcount figures from the Workplace Gender Equality Agency, Broadbent, Brown and Goodman (2018, p. 15) estimated 56,116 casual academics (see also Yasukawa & Dados, 2018)
- a large-scale 2011 survey of casual academics indicated that 16 per cent had PhDs, another 37 per cent were undertaking research higher degree study, and 56 per cent were aspiring academics (May, Peetz, & Strachan, 2013, pp. 264, 267)
- in 2016, the NTEU estimated that only 20 per cent (or 30 per cent in FTE terms) of new university employees were being recruited to continuing positions (Evans, 2016, p. 18).

These estimates suggest a recruitment pool of between 8,000 and 25,000 qualified but casually engaged academic staff seeking ongoing careers. To what extent is the STF initiative a means of utilising this recruitment pool?

Academic Segmentation in 2017

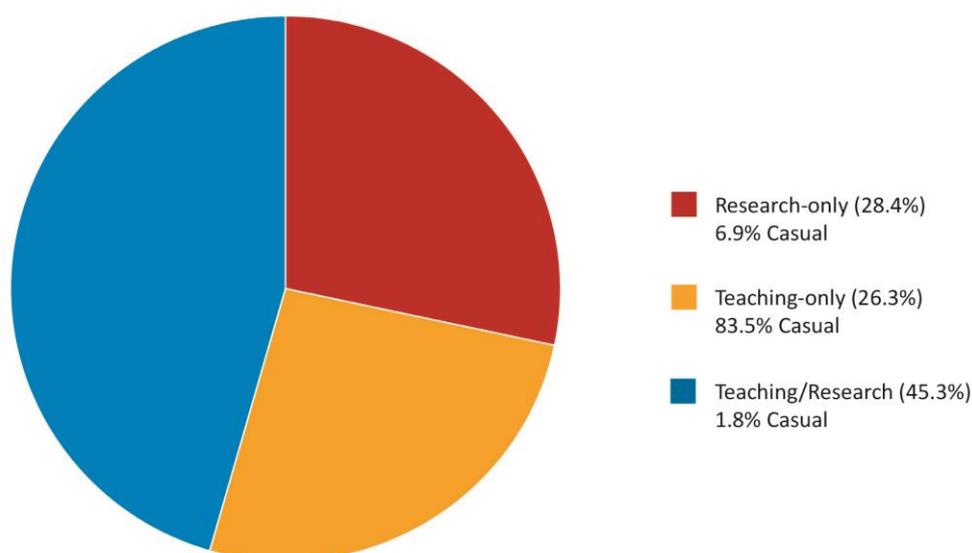


Figure 2.1: Academics, Role and Casualisation, FTE, 2017

Source: DET 2018: Appendix 1.14 FTE for Full-time, Fractional Full-time and Actual Casual Staff by State, Higher Education Institution, Work contract and Function, 2017; Norton & Cherastidtham 2018: 39.

In 2017 more than half of the teaching and/or research academic workforce specialised on either teaching or research. Four-fifths of the teaching-only academic FTE was casual. Casualisation is much lower for research-only staff but a large proportion can be assumed to be employed on fixed term contracts (data is not published on the number of research-only fixed-term staff, but we can assume that many of the 21,148 FTE academic fixed term staff will

be research-only. The raw numbers are as follows:

- 28.4% (17,383) are research-only, with 6.9% (1205) casual
- 26.3% (15,938) are teaching only, with 83.5% (13,322) casual
- 45.3% (27,680) are teaching and research, with 1.8% (499) casual

Role specialisation and the rise of teaching-focused positions

As a result of sector expansion and funding changes, academics in balanced roles have come under increasing pressure to meet teaching and learning outcomes for a greater number of students, while also increasing their volume of research outputs. By the 2009 round of enterprise bargaining, some universities had begun to pursue partial or total role specialisation of the academic workforce in their workplace agreements in response to these pressures (Figure 2.1).

A review of bargaining outcomes by the NTEU found that 19 of the 35 agreements completed during the 2009–2012 bargaining round contained teaching-intensive or similar *Scholarly Teaching Fellows as a new category of employment in Australian Universities*

roles (McAlpine, cited in Probert ,2013, p. 4). At the enterprise agreement level, teaching-focused positions have to meet the minimum standards (MSAL) for integrated academic roles under the Higher Education Industry Award (Academic) and satisfy a potential 'Better Off Overall Test' (BOOT) as they do not yet exist in a legislative sense beyond university-level policies and procedures and individual enterprise agreements. The introduction of the STF model in the 2012–2015 bargaining round saw a further increase in provisions for teaching-focused roles across the sector. Data obtained from the NTEU for 2016 shows that 30 out of 36 universities had provisions for STF positions or similar teaching-intensive roles in enterprise bargaining agreements negotiated in 2012–2015.

The most comprehensive data on the number of academics in teaching-only roles are held by the Department of Education, Skills and Employment (formerly the Department of Education and Training or DET). While the majority of academic staff engaged in teaching-only roles have traditionally been employed on casual contracts, the proportion of teaching-only staff on casual contracts (of all teaching-only staff) peaked at 89 per cent between 2008 and 2009 and has fallen since to 77 per cent in 2016. By contrast, the proportion of full-time and fractional full-time academics engaged in teaching-only roles has been slowly rising. Teaching-only academics comprised 3,696 or 12 per cent, of a total pool of 30,659 full-time and fractional full-time academics in teaching-and-research and teaching-only roles in 2016, and increase from 5 per cent in 1996.

While the departmental data sets are useful for understanding the scale of role specialisation, they do not capture all academics in 'teaching-only', 'teaching-focused' and 'teaching-intensive' designations. Academics performing teaching-focused roles can also be classified as integrated academics by their institutions, in which case, their numbers will not be captured in the department's data.

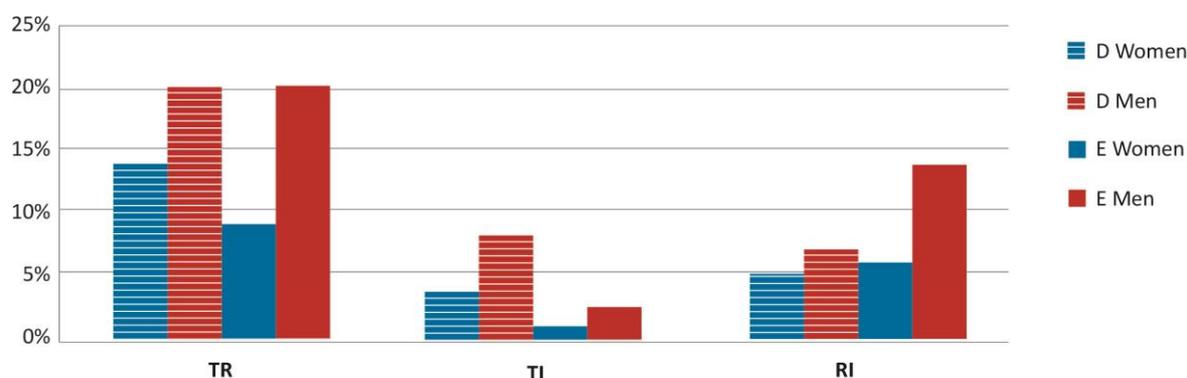
The Work and Careers in Australian Universities Survey collected information from staff at 19 universities between August 2011 and January 2012 and found that 11 per cent of over 8000 academic staff said that they were in teaching-focused positions, with slightly more women than men in these positions (Strachan et al., 2012, p.34; Strachan et al., 2016, p. 23) (see Table 2-1). *'In addition to the growth in numbers of teaching-focused positions, evidence from the 2011 survey showed that staff in teaching-focused positions were less likely to reach the professorial positions of Levels D and E'* (Strachan et al., 2016, p. 29) (see Figure 2.2 on the following page).

Table 2.1: Academic Employment 2011-2012
 'Which if the following best describes the way the university depicts your contract?'

	Women		Men		Total sample	
	N	%	N	%	N	%
Teaching-focused	524	12	349	9	873	11
Research-focused	1464	34	1378	34	2842	34
Teaching & Research focused	2270	53	2316	57	4586	55
TOTAL	4528	100	4043	100	8301	100
Teaching-focused	524	12	349	9	873	11

Source: WCAU academic staff survey. Strachan, Troup, Peetz, Whitehouse et al. 2012, p.34

Figure 2.2: Academic Staff at Levels D and E by Role and Gender: Number of Women (or Men) at level D or E as a Proportion of all Women (or Men) with that Role Specialisation



Source: WCAU academic staff survey. Abbreviations: TR = teaching and research, TI = teaching-intensive, RI = research-intensive. Strachan, Whitehouse, Peetz et al. 2016, p. 29).

Teaching-focused roles and the introduction of STF positions

'Teaching-focused' or 'teaching-intensive' positions have enabled universities to meet teaching and research demands in two ways. Academic staff in teaching-focused roles are not automatically included in the institution's outputs for the ERA exercise, thereby reducing the number of staff without research outputs in the institution's returns for the ERA exercise; and, teaching-focused staff allow institutions to redistribute workloads to give staff publishing journal articles with high impact factors time to achieve these goals by reducing their teaching hours. Conversely, it may be argued that teaching-focused roles allow universities to create a cohort of staff focused on improvements in teaching and learning. This is, however, highly questionable as the distinctiveness of university teaching hinges on its engagement with research and with pedagogical and disciplinary scholarship. The extent to which such staff have workload for research, scholarship and educational development becomes critical.

Although the STF role was introduced at a time when the number of teaching-focused permanent staff was growing, the positions maintained a crucial distinction from those roles. The workload for new STF recruits was to be heavily teaching-oriented for the first three years of employment, but STFs were also to be provided with a minimum workload allocation for research or scholarship, a feature that is not always maintained in other types of teaching-focused roles. After three years, the STFs were to have the option of transitioning into a balanced teaching and research role. The STFs were intended to soak up the pool of casual work in their first three years of employment, but they were also designed as a pathway to a secure and balanced position with adequate research provision, and not simply a mechanism to increase the number of teaching-focused academics. To date, Australian universities have employed around 800 staff in STF roles. As the conversion mechanism into an integrated position is often lacking for these positions, they are often counted as teaching-only positions by default.

Addressing issues of teaching quality and career quality

Issues of teaching and career quality arise with the STF and EFR initiative, depending on teaching workload intensity (Vajoczki, Fenton, Menard, & Pollon, 2011). Further variabilities are possible, for example, concerning whether EFRs are reversible roles, undertaken at a particular career stage, or are they positions from which there is no pathway to a blended career, and what are the mobility implications? Alternatively, a one-size-fits-all approach to scholarship and publication may not be appropriate in all disciplines, for example those relating to clinical or teaching practice (McDermid, Peters, Daly, & Jackson, 2013).

There are arguments that weakening the nexus between teaching and research may create risks to equal opportunity, deepening the gendering of teaching and research roles (Blackmore, 2014; McCowan, 2017). Probert (2013, p. 9) warns against treating scholarship of teaching and learning (SoTL) as 'a new area of specialised research in which excellent teachers are expected to be active if they wish to be promoted', even though the 'link to better learning for students is tenuous' (cf. Vander Kloet, Frake-Mistak & McGinn, 2017). The dominance of an audit culture approach to teaching quality (Connell, 2009), particularly if linked to funding, brings with it the risk of replicating in the teaching space the perverse

effects of ERA-style metrics (Probert, 2013, p. 15; cf. Chalmers, 2018 for an effort to construct an approach to teaching quality management). A new study indicates significant gender and cultural bias in the use of student evaluations as a measure of teaching quality (Fan et al., 2018). Yet without a resolution of the question of defining teaching quality and quality of work life for teaching academics, there remains no clear and equitable basis for education-focused career progression.

Chapter 3: Scholarly Teaching Fellows: Model and implementation

In 2012, high levels of casual employment coupled with a growth in teaching demand and teaching-focused roles led the National Tertiary Education Union (NTEU) to develop the STF model and take it into the enterprise bargaining round as a mandatory settlement point. These positions were to directly address the growing casualisation of academic work through the recruitment of teaching-focused academics who would have undertaken work that, in previous years, had been done by casuals. Created with the purpose of being a secure employment pathway for academics in casual work that would reduce the overall reliance on casual academic labour, the STF concept arose in the context of the broader reshaping of academic work across the sector and the rise of teaching-intensive or teaching-focused positions.

The NTEU sought to create STF positions equivalent to 20 per cent of the sector's casual teaching workforce, based on full-time equivalent (FTE) working hours. This meant a target of approximately 2000 new full-time positions across the sector. The model was designed around the central tenets of improving job security and decreasing casual employment with the proposed positions all to be continuing and to permanently replace a portion of casual academic teaching roles.

The NTEU also sought to ensure the positions ensured:

- that eligibility would be restricted to people who had at least 12 months of experience as casual and/or fixed-term academic employees in one (or more) Australian university
- recruits into the STF role would have a PhD, thereby providing a permanent employment pathway for qualified casual academics trapped in insecure work
- the salary range would begin at the PhD point (Level A, 6) with five incremental salary steps for progression
- after three years, STFs would have the option to transition into a balanced teaching-and-research position at Level B.

The STF positions were also designed to increase teaching capacity by being teaching-focused (capped at 70 per cent of the STF's workload) for three years, after which time STFs could transition into an integrated role. As well as extending teaching capacity by being teaching-focused, the STF roles were to improve teaching quality by giving previous casuals paid time for research and scholarship at a minimum of 20 per cent of their workload.

However, there has been considerable local variation in the implementation of the STF role. This variation can be attributed to unevenness in the bargaining conditions at individual universities, resulting in part from the relative power of individual union branches, the input of casual union members, and the differing perceived interests of university management. Variations in implementation at different institutions exist across all the features of the model STF role and have impacted its outcomes, in terms of job security, decasualisation, and teaching capacity.

The scale of implementation has been well below the initial target and does not appear to have had a direct impact on reducing casualisation in the sector. As of August 2018, 30 out of 35 enterprise bargaining agreements contained provisions for the creation of a total 850 STF or STF-like positions; 800 of these positions had been filled (NTEU, 2016). The proportion of casual staff in teaching and teaching-and-research roles increased slightly or remained the same at many institutions between 2012 and 2016. NTEU analysis of outcomes for this bargaining round shows that only 16 of all agreements had provisions for the STF or STF-like positions to be continuing. This number includes sites that offered STF or STF-like as both continuing or fixed-term roles (NTEU, 2016).

Comparative analysis of STF and education-focused roles

To understand the impact of Scholarly Teaching Fellows and other teaching-intensive positions on labour insecurity and the reshaping of academic work, 10 university-level enterprise agreements from a cross-section of universities were surveyed. The universities chosen represent a sample of all the main university types: Sandstones & Redbricks, Unitechs, New Universities and Gumtrees (following Marginson & Considine, 2000, see Chapter 4). Table 3.1 shows the proportion of casual academic staff at the universities that were sampled for this survey of enterprise bargaining outcomes. Appendix B (at the end of this report) summarises the key features of the original claim against the agreement outcomes at each university.

Table 3.1: Actual Casual Academic FTE as % of Total Academic FTE by Academic Classification for 1996-2015 at Selected Institutions

Institution	1996 %	2000 %	2004 %	2008 %	2012 %	2015 %
<i>Sandstones/Redbricks (Group of 8)</i>						
University of New South Wales	12	13	15	12	15	15
University of Sydney	16	24	23	17	18	24
<i>Gumtrees (Innovative Research Network)</i>						
Griffith University (Queensland)	19	23	24	22	24	25
<i>Unitech (Australian Technology Network)</i>						
University of Technology Sydney	31	33	31	28	28	29
University of South Australia	21	16	22	24	25	23
<i>'New' (New Generation Group)</i>						
Victoria University	17	39	29	25	22	27
Univeristy of Canberra	15	21	18	18	25	20
<i>Other – unaffiliated</i>						
Deakin University (Victoria)	21	19	24	27	22	23
Swinburne University (Victoria)	18	8	24	26	32	45
Western Sydney University	24	25	29	31	29	33
National average	16	19	20	19	21	23

Source: Department of Education and Training, Staff Data, Appendices 1.4 and 1.5.

Of the 10 agreements that were analysed, only four named a new category of employment, the 'Scholarly Teaching Fellow'—The University of Sydney (Sydney), University of Technology, Sydney (UTS), Deakin University (Deakin) and Griffith University (Griffith). These positions included important features of the original claim - they were to be filled by former casuals *and* incumbents were to undertake work that had previously been done by casuals (FWC [Fair Work Commission], 2013, p. 14; FWC, 2014a, pp. 6-7; FWC, 2014c, pp. 25–26; FWC, 2014d, p. 28–29). Two other universities created 'STF-like' positions—the University of South Australia's (UniSA's) 'Teaching Academic' and Victoria University's (Victoria's) 'Academic Teaching Scholar'. While both positions were designed to be filled by former casuals, only the Victoria position stated that the work to be done by the new appointees would be work that had previously been done by casuals (FWC, 2014b, p. 14; FWC, 2014e, pp. 42–43). University of Western Sydney (WSU) and the University of Canberra (Canberra) built some elements of the STF claim into pre-existing teaching-focused roles. Neither linked the positions to work previously undertaken by casuals.

The STF and other modes of teaching-focused work have the potential to address several types of precarity experienced by casual academic workers by providing the certainty of a permanent job with a stable salary. Over time, however, the provisions in many of the agreements could pose a danger to the future of integrated teaching and research roles by normalising excessively high teaching workloads, replacing teaching informed by research with teaching informed by scholarship, and gradually turning research into a specialisation that can be done by a small number of staff, or even outsourced. This is particularly so as a significant amount of teaching-focused recruitment is designed around internal applicants who can opt to replace the labour market insecurity of casual contracts with a path-constrained teaching career.

This survey of the STF model across a number of broadly representative university sites demonstrates how job security and a decasualisation agenda can be implemented through the organisation of academic work. At the same time, it shows how the potential for disaggregating integrated academic roles, the high teaching workload, and the uncertainty about progression out of a teaching-intensive role, mean that many of these positions also risk creating new forms of labour insecurity for academics across the sector.

Chapter 4: Methodology and data analysis

To undertake a systematic exploration of the issues canvassed in Chapter 3, the research used an empirical methodological approach, based on semi-structured interviews, in conjunction with analysis of secondary administrative by-product statistical data, and a review of academic, policy, and 'grey' literature, to capture the complexity of the sector-wide impact of the introduction of the STF role on individual career histories, teaching and learning, academic work profiles, and future prospects for the sector.

The primary qualitative data were drawn from analysis of 80 extended field interviews and four focus group interviews, the latter involving a total of 18 participants. In the chapters that follow, the field data are presented as anonymised interview quotes, from managers, STFs and other staff at six de-identified university sites. The secondary data consisted of university staff statistics obtained from the then DET (now DESE) and the WGEA (Workplace Gender Equality Agency; 2016), enterprise bargaining agreements obtained through the Fair Work Commission, and university-level policy documents.

An initial thematic analysis of the interview data drawing on the collective narrative approach (Bosanquet, Mailey, Matthews & Lodge, 2017) was used to identify shared and divergent narratives about new academic roles and the future of academic work across types of sites and stakeholder roles. This thematic analysis was developed at the six de-identified university sites to explore in further detail how the introduction of STFs and role specialisation has had an impact on individual career histories, teaching and learning, workforce planning and academic roles.

Data sources and methods of collection

The project thus examined a combination of quantitative and qualitative data, and included:

- analysis of the national statistical data provided by the then DET (now DESE) on casual and teaching-only appointments as a proportion of the total academic workforce
- detailed analysis of the statistical data for a sample of 10 universities that undertook either the introduction of STFs or new teaching-focused roles
- analysis of the national statistical data provided by individual universities to the WGEA on casual, fixed-term, and permanent appointments in the university workforce obtained through a special request to the agency
- comparative analysis of the available data following a review of published approaches to estimating the number of casual academic staff
- detailed analysis of a sample of 10 enterprise bargaining agreements at universities that undertook either the introduction of STF or new teaching-focused roles
- analysis of policy documents relating to the creation and development of STF and teaching-focused appointments
- thematic analysis of transcripts from 80 extended interviews with senior managers, faculty managers and academic staff in STF, teaching-focused and casual roles
- transcripts and summaries of four focus groups discussions about the initial findings of the research with key stakeholders.

Rationale for site selection

The empirical research was based on a selection of six universities as broadly representative of the four main institutional types that have emerged historically in the Australian university system. Colonial-era 'Sandstones', with several post-1945 'Redbricks', are organised into the 'Group of 8' universities in Australia; 'Gumtree' universities were created from the 1960s in leafy greenfield sites near state capitals, and are organised as an 'Innovative Research' group; inner-city 'Unitech' universities are former technical colleges generally part of the Australian Technology Network, mainly established in the 1980s; and 'New' or 'New Generation' universities, part of a more recent wave of institution-building (Marginson & Considine, 2000).

The sites were selected after a careful review process, and included, two Sandstones and Redbricks (one of each), one Gumtree, one Unitech and two New Universities. The research sought common themes across the broad institutional typology of universities while remaining sensitive to the contrasting institutional contexts. This allowed us to reflect on the sector-side issues that arise from the introduction of STF positions, both to reflect on the initiative and to highlight wider institutional transformations.

1 – Sandstones & Redbricks

Twenty-five interviews were conducted across two Group of Eight university sites, one Sandstone university and one Redbrick. The two sites had different workforce planning policies in place. One site had adopted the STF proposal and had employed a number of staff under this category across the university. The other site was pursuing a workforce strategy focused on role specialisation with specific targets for teaching-focused, teaching-and-research, and research-focused positions to be implemented in the medium term. The STF model had not been adopted at the second site.

2 – Gumtrees

We conducted seven interviews at a single Gumtree university site. The interviews were primarily with managerial staff. Despite calls for participation in the research through a number of networks, this site had only employed a small number of STFs and only two teaching members of staff were interviewed. The site used academic work profile designations to allow staff to be allocated a teaching-focused workload, without a specific role specialisation policy in place.

3 – Unitechs

Twenty-one interviews were conducted at one Unitech site that had implemented the STF model and employed staff in this category across the main disciplines. The Unitech site was not actively pursuing role specialisation despite the availability of workforce planning policies that catered for staff specialisation in teaching and learning. The STF model that was introduced at this site does not provide a clear pathway into either a teaching-focused or an integrated role, and the existence of policy provisions for role specialisation in teaching were generally not seen to be directly connected to the introduction of STF positions.

4 – New Universities

A total of 27 interviews were conducted across two New University sites in two different states. One of the sites had implemented a teaching-focused staff profile based on the STF model, the other site was pursuing a program of role specialisation with set targets for teaching-focused, teaching-and-research, and research-focused staff within the workforce profile. The reasons given by senior executives at each of the universities for choosing to adopt or not adopt the STF model were specific to the sectoral experience of new universities wishing to build on emerging research profiles while continuing to support teaching as the core source of revenue.

Sample analysis by site and role

Of a total 80 interviews across six sites, 46 interviewees were female and 34 were male. Of all interviews, 34 were with senior managers, faculty managers and senior staff with a ratio of 18 female and 16 male participants, and 46 interviews were with academics in STF, teaching-focused and casual roles with a ratio of 29 female and 17 male participants. The distribution of interviews by role and university type is presented in Table 4.1 below.

Table 4.1: Interview Summary – Interviews Completed by Type of Site and Role

University Type	Number of sites	NUMBER OF INTERVIEWS BY ROLE					Totals by Site
		Senior Managers	Middle Managers	Senior Staff	STF/EFR	Casual	
Sandstones & Redbricks	2	2	5	3	14	1	25
Gumtrees	1	0	5	0	2	0	7
Unitechs	1	1	6	0	14	0	21
New Universities	2	3	7	2	13	2	27
Total number of sites	6						
Totals by Role		6	23	5	43	3	80

Sample analysis of management interviews by site, role and gender

Table 4.2 below indicates the distribution of management interviews by type of university and administrator category. Of 34 interviewees at the management level, 18 were female and 16 were male.

Table 4.2: Distribution of Management Interviews by University Type & Administrator Category

Type of Univesity	Administrator Category	Number of Interviews
Sandstone & Redbrock (2)	Senior Executive	2
	Faculty Manager	5
	Human Resources & Senior Staff	3
Gumtrees (1)	Senior Executive	0
	Faculty Manager	5
	Human Resources & Senior Staff	0
Unitechs (1)	Senior Executive	1
	Faculty Manager	6
	Human Resources & Senior Staff	0
New Universities (2)	Senior Executive	3
	Faculty Manager	6
	Human Resources & Senior Staff	3

Sample analysis of STF, EFR and casual interviews by site, role and gender

Of the 46 interviews with STFs, staff in EFRs and casuals, the majority (39 interviews) were with staff members recruited to STF or similar positions, seven interviews were with staff in education-focused or teaching-focused roles, and three interviews with casual members of staff. Of the STF interviewees, 25 were female and 14 were male. Table 4.3 below shows the distribution of STF interviews.

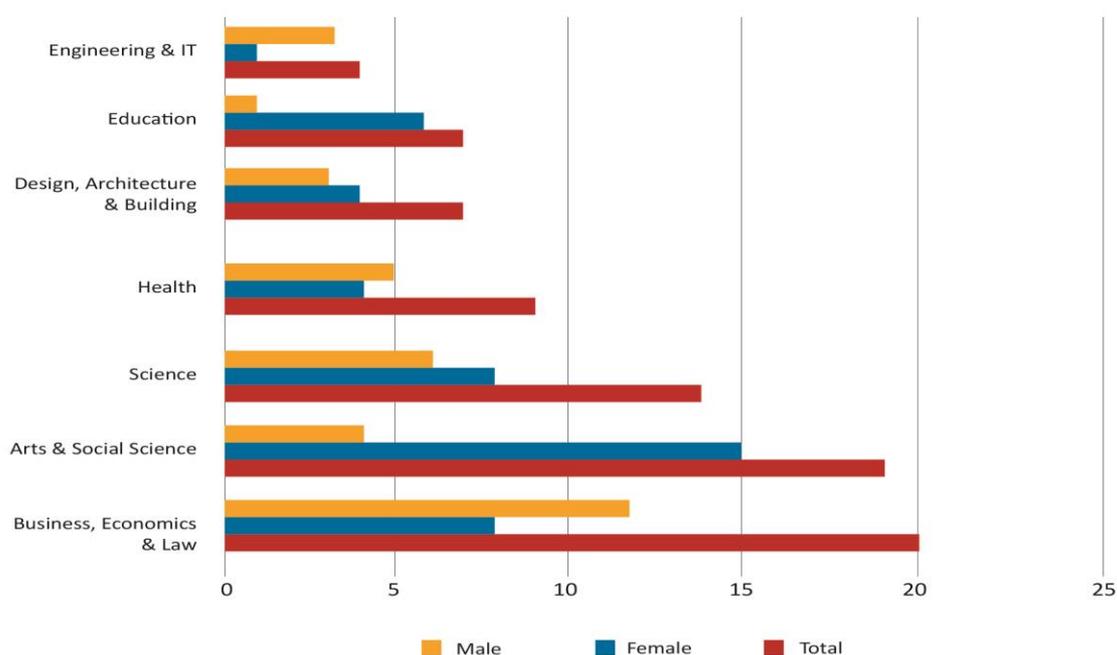
Table 4.3: Sample Analysis of STF Interviews

Gender	History in Academia - No. of Years	Previous Professional Experience		PhD at Appointment	TENURE		EMPLOYMENT	
					Fixed-term	Con- tinuing	Frac- tional	Full- time
Female	<1 year	0	0	0	0	0	0	0
	1-5	4	0	4	0	4	0	4
	5-10	14	4	11	1	13	1	13
	10-20	1	1	0	1	0	1	0
	>20	6	2	6	1	5	0	6
SUBTOTALS FEMALE		25	7	21	3	22	2	23
Male	<1 year	3	3	1	1	2	2	1
	1-5	1	0	1	0	1	0	1
	5-10	4	0	4	0	4	0	4
	10-20	3	2	2	1	2	1	2
	>20	3	1	2	0	3	1	2
SUBTOTALS MALE		14	6	10	2	12	4	10
TOTALS		39	13	31	5	34	6	33

Distribution of interviews by discipline and gender

The interviews were distributed across all the main disciplinary fields, with a higher concentration in Business, Economics and Law (20), and Arts and Social Sciences (19). Figure 4.1 below shows the distribution of interviews by discipline and gender.

Figure 4.1 Distribution of interviews by Discipline and Gender

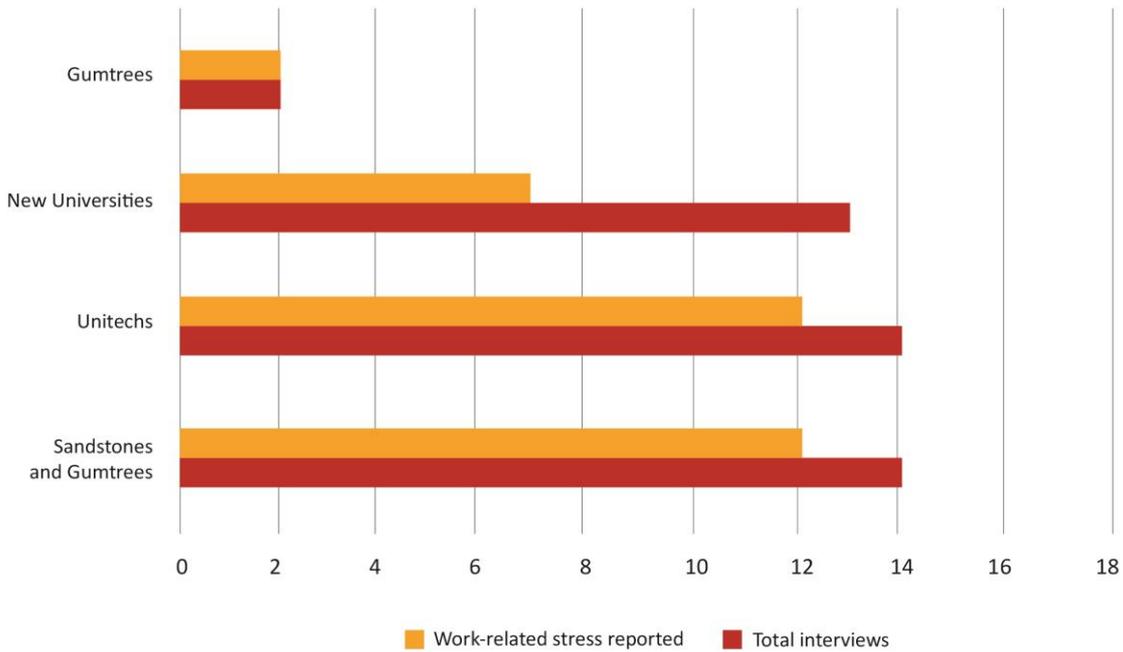


Analysis of interview data

Analysis of the interview data was undertaken using NVivo-10 qualitative data analysis software (NVivo, 2010). After initial analysis to identify key themes, all interviews were coded across 20 nodes covering four main areas: career and STF experience, EFRs and the transformation of teaching, managing the transformation of academic teaching, and assessing the future prospects of teaching-focused roles. Coverage was evenly distributed across thematic areas with a slightly higher concentration of material discussing labour insecurity and career, teaching quality, scholarship and research, and the purpose of STF appointments, and a lower concentration on the future prospects of the role and recommendations for its improvement.

Secondary analysis of the coded data was completed on the question of workload and reported work-related stress among STFs and people in EFRs. Of 43 interviewees (36 STF and 7 EFR), 33 out of 43 (77 per cent) respondents experienced workload stress, and 23 out of 43 (53 per cent) reported effects on work/life balance, family, physical health or mental health as a result of workload stress or overwork. Further analysis of this data was done on the 36 STF interviews, showing that 30 out of 36 (83 per cent) STF respondents experienced workload stress, and 22 out of 36 (61 per cent) STF respondents reported effects on work/life balance, family, physical health or mental health as a result of workload stress or overwork. STFs at the Sandstones and Redbricks and Unitech sites were more likely to report work-related stress as a result of the combination of a higher teaching workload and greater research expectations and aspirations. Figure 4.2 below shows work-related stress reported by site.

Figure 4.2: Work-Related Stress Reported by Site among STFs and staff in EFRs



Conclusion

The data sources for this study were rich, varied and comprehensive. A quantitative context was provided through careful and novel cross-referencing of published and unpublished statistics provided by universities to two separate government agencies, and by content analysis of industrially registered implementation agreements. Qualitative data derived from 80 extensive interviews were coded based on themes that emerged from a comprehensive review of the international literature on the changing social role and organisation of universities and university work. Analysis from these sources of shifts in the organisation, industrial regulation and governance of Australian universities was cross-referenced to accounts by managers and teaching staff from institutions of different types, of their experiences of policy implementation. Validation and proposed policy responses were derived from focus group interviews, and from the workshops and a plenary session of a concluding conference. The next three chapters provide qualitative evidence of the impacts of the STF initiative.

Chapter 5: The STF experience: career openings?

From Precarity to security: 'We've got to do a better job for the casuals'

If you talk to casuals, they say oh well, I wouldn't mind one of those more permanent positions. (Female Senior Staff, Sandstone)

Improved employment security was clearly a reason why many applied for the STF and EFR positions. The imperative to address the risk of permanent precarity, as much for the benefit of the casually employed staff as for their institution, was expressed by a middle manager from a Sandstone university:

We've got too many examples of casuals who are being employed over and over and over and over. They can't get mortgages ... it's very unsatisfactory. (Male Middle Manager, Sandstone)

Another manager commented on the financial security afforded by the new STF positions:

They can think about buying somewhere to live, that they've got greater prospects of acquiring a loan. ... it gives them the certainty and the financial security. (Female Middle Manager, Unitech)

Their comments were supported by STFs, for example: '*not having the permanent employment means that you're a credit risk as well*' (Male STF, Sandstone).

While some employers may have prioritised increasing the number of their teaching staff as a reason for employing STFs and people in EFRs, they were cognisant of and largely sympathetic to the priority placed on job security by the STF applicants themselves.

If they're high value and we get value out of them for a number of years and then they move on, that's not necessarily an issue for us. But I think we were surprised—and perhaps shouldn't have been given the job market—to see the profiles of the people who were applying. (Female Middle Manager, Unitech)

Consequently, there was a feeling among the STFs, especially in the social sciences, that they were the lucky ones: '*there's a whole lot of luck*' (Female STF, Sandstone).

In conclusion, both groups of interviewees, the managers and the STFs and EFR incumbents, clearly acknowledged the unsustainability of the kinds of precarious employment experienced by many academics, and could see that the STF initiative was one measure that could and was beginning to address this problem.

Workload: 'Chained to the desk day and night'

The workload carried by STFs and people in EFRs was acknowledged as being extreme by both those performing the work and their academic managers. The STFs themselves repeatedly expressed the struggles they faced:

In my first semester of teaching, I realised I couldn't physically do the work required without working weekends and stupidly long days. The pathway to secure employment via an STF means ongoing exploitation. (Female STF, Sandstone)

For many universities, the STF or EFR positions enabled them to satisfy the need to have full-time academics who could absorb a large teaching load. For some STFs this meant a large number of classes and consequently a large marking load:

I'm working every night ... when the assessment all comes in at once, you can have 150 people's assessment to complete in three weeks. Chained to the desk day and night, that's really unhealthy. (Female STF, New Universities)

Other STFs also talked about the exhaustion and injuries borne out by their workload:

I was exhausted. Absolutely exhausted and it doesn't help with people in your corridor say, 'oh you look tired today. Are you okay?' You just stop replying. (Female STF, Sandstone)

On the one hand, senior staff acknowledged the unmanageable workload of the STFs and academics in EFRs, such as this senior manager:

They've got a very heavy teaching load. ... I don't know how long you can sustain that either. (Female Senior Staff, Sandstone)

On the other hand, there was little evidence of a systematic remedy to the problem.

[... with] the tutorial contact hours there was a multiplication factor there for the amount of marking, and it just became impossible. (Female Middle Manager, Unitech)

When people are struggling with workloads, ... they're then able to bring in some support to help (Male Middle Manager, Gumtrees)

Some STFs were able to provide estimates of their weekly working hours. One claimed they were 'clocking up around 60 hours a week' (Male STF, Sandstone), while another said, 'I clocked up 90 to 110 hours a week' (Male STF, New Universities).

Of the 40 STFs and EFRs (36 STFs and 4 EFRs) interviewed for this study, 32 respondents experienced workload issues, and 22 reported effects on work/life balance, family, physical health or mental health issues as a result of workload stress or overwork. Experiences of workload stress were more severe among the STFs whose position implied a scholarship component while the EFRs did not have this expectation in their roles.

The workload pressures for STFs in this study were worse for those who had coordination, curriculum design and lecturing responsibilities (most common among the STFs in the Unitech university sample), compared to those whose workload consisted primarily of tutoring, although the marking in the latter case created peak periods of intense stress.

Security: 'You're more legitimate'

There's a certain sense of having made it or being a - like, ... you're in now. (Male STF, Unitech)

Most STFs and people in EFRs acknowledged the improvement in their status in the workplace. There were some who commented that in their new role, 'you're more legitimate' (Female STF, Sandstone). One STF noted how he felt this change by [... having] 'a name on a door and I'm able to access things that I wasn't able to as a casual' (Male STF, Sandstone). Another staff said it was like 'someone's kind of put the rubber stamp seal of approval on. Yes, verified' (Male STF, Unitech).

Others reflected on professional challenges they had experienced as a casual academic that they no longer had to contend with. One area was in research where staff on short-term appointments were ineligible to apply for grants as a chief investigator, and according to one female STF at a Unitech institution, they were often relegated to roles of project officer or software developer, even on projects where they may have had superior expertise than those who were afforded the title of chief investigator.

One STF in a New Universities institution said that as a building and construction professional, the security helped him maintain his industry currency by making his arrangements with clients more manageable (Male STF, New Universities). As graduate employment outcomes take greater significance as quality measures of university courses, the creation of more secure teaching-focused positions may be seen as an organisational strategy to secure current industry knowledge.

Income and career security: 'I had some definite reservations, but ...'

All STFs and interviewees in EFRs were clear about the income security that they gained compared to what they had as a casual employee. One STF from a Sandstone university recalled how 'financially, I've been quite desperate. ... in between each casual contract I was working for minimum wage ... as a receptionist' (Female STF, Sandstone). As one STF reflected:

the prospect for an ongoing position was the decisive factor ... I had definite reservations but I also had the sense that there was some scope around this [teaching load of] up to 80 per cent. (Female STF, Sandstone)

Whether the income security had the same meaning as career security was more questionable. Many STFs were concerned about what options they had in terms of career progression after the initial few years:

there is no light at the end of the tunnel. ... I understand ... that's a new position that no one had before. ... But I don't see any step-by-step process of what happens after that. (Female STF, Unitech)

With the exception of managers from a university from the Gumtrees university group, managers and STFs and people in EFRs were certain that promotion to higher-level positions

from a STF position was not likely to be straightforward. One EFR incumbent expressed some cynicism that:

...if you want to move from C to D on the ... education-focused criteria, you still have to get outside money into the university. Not a lot has changed really.
(Male in EFR, Sandstone)

Managers were aware that the STF and EFR positions were being seen by incumbents as a way to get 'a foot in the door and then to transition into potentially a level B T[eaching] & R[esearch] position' (Male Middle Manager, New Universities). However, the challenges of making the transition into integrated roles required these teaching-focused staff having 'to sacrifice this time in your career ... to start running with your research' (Female STF, Sandstone), which was not possible for many STFs and people in EFRs because of their heavy teaching-related workload.

Some STFs were clearly contemplating staying in the teaching-intensive roles, such as this STF from a New University:

if I stay at a teaching scholar on a reasonable salary I'm happy with that. ... it's more about the enjoyment I get out of the work than about career progression.
(Male in EFR, New Universities)

Others, however, were more ambivalent:

I feel like if I had no prospective moving out of the teaching role, I probably wouldn't be very happy. (Female STF, New Universities)

This and other comments suggest there was significant uncertainty about the prospect of a research-free career, for their academic identity and for career advancement.

Costs and benefits

The benefits of the new STF and EFR positions may be captured by the quote from one STF:

Certainly having a full-time position has been invaluable. Having a sense of being a part of a faculty and part of a group of academics, ... that's been really good.
(Male STF, Unitech)

However, the costs were seen as being considerable, as exemplified by the comments below:

The anxiety and the feeling [of] not necessarily [being] valued by the leadership. ... a bit dispensable or something. (Female STF, Unitech)

You're being exploited harder than everyone else. (Female STF, Sandstone)

Chapter 6: Transforming scholarship and teaching quality?

Quality of teaching: ‘You’re at the end of the table saying pedagogy, pedagogy’

The other rationale for the introduction of STF positions and EFRs was to strengthen the teaching side of the academic workforce, and to enhance the quality of students’ experience as a result. The Gumtree university in this study stood out as one that was committed to designing the EFRs’ and STFs’ careers to effect this aim:

If I look at the last round of promotions ... we had probably 16, or more promotions based on outstanding teaching performance. ... if you’re passionate in teaching, you can have a great career as a teaching focused person. (Male Middle Manager, Gumtrees)

A few of the teaching-focused academics were clearly invested in this kind of optimism:

I see myself as a teacher first and foremost ... My research at the moment is in teaching, not in my discipline. ... I’m also driving the curriculum renewal for the undergraduate course in my discipline. I’m exploring different approaches to teaching and learning ... (Male in EFR, New Universities)

In some areas, the focus on teaching was being realised collectively:

We talk a lot about how we can improve the teaching and the reflection, what sort of reflection we’re going to use and how we can expand it to different types of reflection and support the students. Yeah, so as a group we do—we’re trying to do that. (Female STF, Unitech)

However, more were doubtful about a full academic career ladder built on teaching. Even in the appointment of teaching-focused staff:

... everybody was being focused and everybody was appointed on their research, not on their teaching. So ..., teaching has been neglected. That was quite clear as soon as I came. (Male EFR, New Universities)

An EFR echoed this comment in a different way:

I don’t have the status. I was in a ... faculty board meeting on curriculum review and quite clearly there were others in more senior positions who had a much stronger voice. It sounds like you’re at the end of the table saying ‘pedagogy, pedagogy’. They’re saying ‘what?’ No, I don’t see that that will ever be equalised. (Male in EFR, New Universities)

Despite the word ‘scholarly’ in the title of STFs, there was little firm understanding of the relationship of scholarly teaching to realising the goal of improved student experiences:

it's actually unclear ... what the criteria are for performing well in a Scholarly Teaching Fellow position. ... the people who are in charge of telling people how to teach have done very little research about how we actually do teach and so come and tell us how to teach when we're already doing that teaching. (Male STF, Unitech)

Several STFs concurred with the view that: *'when I am teaching those subjects [which are the areas of my research] I do better'* (Female STF, Sandstone). However, for some, the opportunity to do so was limited: *'You can only do that if you're teaching three subjects a year in your area of specialisation'* (Female STF, Sandstone).

The issue of workload was a recurring concern: *'I feel like I actually have probably less time to be scholarly about my teaching than some of my colleagues'* (Male STF, Unitech). Not surprisingly, therefore, there was a strong call on the decision makers in the faculties or institutions to work out what their rhetoric of scholarly and quality teaching means in practice:

Unless the line managers buy into the actual vision of what this can deliver on, that's my fear. If they do buy into it, or at least enough of them buy into it, then it will probably succeed and will make a contribution to improving the quality of education offered in the sector. (Male in EFR, Sandstone)

Reskilling, deskilling or upskilling casuals: 'I was doing a lot of this casually anyway'

Not many STFs and EFRs talked about a significant change in the skill set required compared to when they were casual academics. The main difference was the amount of responsibility they had:

There's a big difference between being a casual academic and not really having an idea of anything that's going on within the faculty, as opposed to actually being an academic within that faculty and being able to help make decisions and make change. it's also with the shift of identity, it's a shift of responsibility. (Female STF, Unitech)

Many STFs and EFRs felt they already possessed a high level of knowledge and understanding about coordination, curriculum design and development, and teaching improvements that were expected in their roles from their experience as casuals:

As a casual I also wrote some curriculum for a Master's elective and also for a Master's design studio. (Female STF, Unitech)

As STFs, these duties became legitimate expectations and often magnified in scale:

I have 22 teaching associates who teach the prac classes. ... I supervise those teaching associates. So it's a large subject, ... 500-plus students. (Male STF, Unitech)

Some spoke about taking an educative role within their workplace:

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

I guess it would be doing research around ... better assessment ... how to teach more effectively, how to engage students in the modern world. Then being able to share that knowledge and actually action that knowledge in the school ...
(Female STF, New Universities)

The STFs and EFRs also believed that, as people who had been in tutoring positions as casuals, *'they are better placed to develop courses'* (Female STF, Unitech).

Student experience: 'You've really got to be a learning and teaching specialist'

Despite most of the STFs and people in EFRs being appointed at level A or B, managers spoke about these roles carrying expectations of leadership:

In a growth area, ... you do need leadership of teaching and courses more than you need research particularly. (Female Middle Manager, New Universities)

In terms of learning and teaching and the demands of learning and teaching, ... you've really got to be a learning and teaching specialist. (Male Middle Manager, Gumtrees)

These expectations were surprising, given that 'leadership' is an attribute that in the Minimum Standards for Academic Levels (MSALs) found in enterprise agreements, it first appears in the descriptors for Level C academics (Senior Lecturers). However, some STFs and the holders of EFRs appeared to be embracing these expectations:

You should be able to show your worth and say things like—as a result of my teaching innovations I've boosted the numbers in senior enrolments by 20 to 30 per cent. (Male STF, Sandstone)

However, there was also a suggestion that the STFs and those in EFRs were compensating for the retreat from teaching by the higher-level academics in their departments:

As people have progressed through the academic scales and got up to D and E, their teaching is so little and their focus is on their research. (Female STF, New Universities)

One STF also expressed some doubt about their ability to improve the quality of teaching and learning, considering the large number of students she was responsible for. In fact, she felt:

When you are taking 500 students, I think everyone needs to move their benchmark down of what good teaching can be.... you are not going to get stellar, amazing commendations ...when you've got 500. (Female STF, Sandstone)

Scholarship and research: 'Teachers that don't do research are simply actors mouthing the words of others'

While STF and those in EFRs were perceived to have the capacity to improve teaching in their institutions and were expected to make significant contributions in teaching and teaching-related activities, there was no agreement as to what the word 'scholarly' in the position title of STF meant. One middle manager had a definite idea:

Scholarship linked to pedagogy and teaching, and learning is how we define scholarship in a teaching role... Teachers that don't do research are simply actors mouthing the words of others. (Male Middle Manager, New Universities)

In contrast, another manager was more flexible: *'it doesn't have to be education related scholarship for it to benefit someone's teaching'* (Female Senior Staff, Sandstone).

Among those managers who suggested that the STFs and people in EFRs ought to be considering the scholarly work around their teaching, there was no consensus about how the STFs and EFRs were expected to demonstrate their engagement in these activities. According to one middle manager, STFs should be thinking:

I should be presenting on my innovations with teaching, developing new material for teaching. Sharing that, publishing... (Female Middle Manager, New Universities)

However, another manager was open about where such work would be published:

The level of rigour in a paper, in some of these learning and teaching journals, is probably not the same as the level of rigour that you might get in an A star journal, but that's okay because it's serving a different purpose They're being reflective; they're writing up what they're doing and they're thinking about what they're doing. (Male Middle Manager, Gumtrees)

In reality, for STFs and staff in EFRs, the pressures of time appeared to be a constant source of limitation, whatever way they defined scholarship:

I was going to work on a little research project looking at effects of assessment... Then, at the last minute, we had somebody resign and I've been given two units to chair ... (Female STF, New Universities)

Doing research on their own teaching, where possible, also presented risks to some STFs:

I've done a couple of very small research projects ... related to my teaching But ... my own research program has kind of collapsed and I'm really concerned about what kind of plan I'm going to muster for my [performance review] meeting... (Female STF, Sandstone)

Another STF explained: 'In classics if you're not a researcher, if you're not producing great ideas out in the world, then you're a second-class citizen' (Male STF, Sandstone).

One STF explained that while his faculty was setting achievable research performance requirements for STFs, they may be doing them a disservice, because what their university

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

might recognise as research would likely not be recognised elsewhere. He said that, nevertheless, his institution recognised their STF's supervision of research students as research:

within the institution that's good because ... you're getting basically people who do huge amounts of teaching [who] can then supervise [research students] instead of doing research ... But what it's really bad for, ... is ...if you're applying for a job somewhere else they much prefer to see a publication. (Male STF, Unitech)

Expectations and reality: Scholarship 'in' or 'of' teaching?

With the possible exception of the university in the Gumtrees group, none of the institutions had worked through the longer-term implications of having STFs. It was ironic that while 'leadership' was expected from the teaching-focused academics, appointed at Level A or B, there was little clarity in gaining formal recognition in terms of promotion for assuming leadership.

It was evident also that in addition to the lack of clarity about what kind of scholarship was expected of STFs, many STFs were reluctant to abandon their disciplinary research – or the thought of re-engaging in their research.

Chapter 7: STFs and the academic workforce

The introduction of a new category of academic employment has direct implications for the experience of academics, and for the changing roles that academics perform. It also has implications at the individual university and sector-wide level, in terms of the changing profile of the academic workforce. This was a major focus for the interviews, as both STFs and managers voiced hopes and fears for the development of the sector, and for the universities they work in.

In many respects, the STF role has become a lightning-rod for concerns about the crisis of academic work. The positions have forced a series of debates, a fulcrum, for moving from the current malaise. Across all interviewees (and no doubt reflecting the fact that they were willing to volunteer to be interviewed in the first place), the discussion about STFs opens the window to a wider consideration of how to refigure the future of academic work beyond its current trajectory.

In this context, it is remarkable that none of the respondents stated that the current arrangement of systemic reliance on permanent teaching casuals and permanent fixed-term research staff was in any way sustainable. The introduction of the STF role, for better or for worse, opened up the possibility of imagining an alternative.

The discussion here focuses on academic roles, discussing responses in terms of the academic profile, role specialisation, the idea of academic apprenticeships and associated career pathways, ending with some reflections on the impacts on academic collegiality. Across all interviewees there was strong recognition of substantial change; one STF, who had been 10 years in the system as a casual, put it this way:

Academic labour is in a state of considerable transformation ... a dis-assembling and re-assembling of elements of academic work, particularly with the teaching and learning area. (Male STF, Sandstone)

Recomposing the academic workforce?

One of the key concerns about STFs is that the position is a Trojan Horse that would intensify teaching workload and undermine the existing integrated research and teaching academic model. One STF, with 10 years in a law faculty, voiced the concern *'that somehow those traditional roles will ... completely disappear and then will everyone be forced to be teaching 60 per cent of the time'* (Female STF, Sandstone). Certainly, it is unclear whether STF roles substituted for new integrated appointments, as there is no way of assessing 'additionality' post-hoc.

The dilemmas of decasualisation through role disaggregation were summarised by one continuing academic, active in the NTEU, as follows:

If you talk to casuals, they say oh well, I wouldn't mind one of those more permanent positions. If you talk to long-term academics, they might say, I don't like the fracturing of research from teaching and we should have our best researchers in the classroom. (Female Senior Lecturer, Redbrick)

One STF put it more bluntly, *'It's a way to wedge people on the workload. I mean, at the heart of all of it is to undermine the 40/40/20 split'* (Male STF, Sandstone).

At the core of this concern is the extent to which STF positions depart from the unified scale for academic continuing staff, creating a contractual 'lock-in' at 70–80 per cent teaching workload. Already at many universities a continuing integrated academic can have a teaching load of up to 70 per cent, but, crucially, over the course of their career they can shift to and from research or administrative roles. In contrast, STF positions by definition require a focus on teaching.

Reflecting this, it emerged that there is considerable ambiguity embedded in the positions. In one reading, they are a pathway into an integrated role: several faculties recruited STFs on the basis of the research record and in several contexts there was provision for conversion into research and teaching roles. Under this reading, STFs are implicitly required to maintain a research profile to render themselves eligible for an integrated teaching and research role. With this comes the heroic (actually punitive) assumption that this is in any way possible for staff working 70–80 per cent of their time on teaching.

A second reading is that the positions offer a pathway for teacher-scholars. This model varies considerably, but often has a strong applied aspect, as *'industry teachers'* (Male STF, New University), or *'professional practitioners'* (Male Senior Staff, New Universities). The model implies and requires the possibility of career progression as a teaching-focused academic. Such progression can occur under the integrated academic model, as one manager argued:

Someone can have an excellent career path and go all the way up to professor as a teaching focused person. (Male Senior Staff, Gumtree)

In practice, though, universities face strong competitive and resource pressures to intensify the teaching load, and in the process, shrink the pool of research staff to boost research productivity—a concern expressed by Probert (2013, pp. 12–13). As one manager stated, 'What we want to do is move ... people out who are not research active', adding:

We have a long tail of staff whose research is not of a significant quality ... about a third of the staff produce very, very good research but the impact of that is dragged down by the weaker researchers. (Male Senior Manager, New Universities)

The intent to permanently redesignate academic staff as teaching-focused requires the creation of a parallel career structure, at the cost of formally separating researchers from teachers. And for some managers, the STF model may indeed serve as the wedge to bring that strategy to fruition.

STFs and the changing research–teaching nexus

More broadly, as foreshadowed in Probert's (2013) question, 'specialisation or stratification?', the creation of STF positions is triggering concerns about the separation of teaching from research, and the resulting creation of a two-tier university. One senior manager stated that:

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

By and large we try and have a well-rounded academic, because we do believe in the integration of research and teaching. (Female Senior Manager, Unitech)

This integration may occur in new ways, as one manager stated:

We need people in that kind of blurred space ... we need to stop talking about academics and professional staff and talk about a broad spectrum. (Male Senior Manager, Sandstone)

Several interviewees argue that research is what defines an academic, though that what counts as research is undergoing substantial change. Managers talk of the need to recognise 'scholarly teachers' and 'practitioner experts' in 'generating the knowledge and sharing the knowledge and engaging with knowledge'. For one senior manager this need speaks to the changing role of universities in a 'knowledge economy' where there are multiple 'non-traditional' sites of knowledge production (Female Senior Manager, New Universities).

Espousing the concept of inquiry-based teaching (cf. Brew 2003, 2006), several STF's stressed the relationship between teaching and research: to 'have research-informed teaching and to have research that is also informed by what is happening in classrooms' (Female STF, Sandstone); as another said, 'if I lose touch with research then I mean it's difficult to teach ... research kind of keeps me in touch with everything, recent changes, recent developments in the literature (STF)' (Female STF, Sandstone).

In this scenario, research does not simply advance knowledge, it also advances teaching, and vice versa. As asserted by one continuing academic, with 20 years in the system:

What made the Research University great for 250 years is that research emerges from teaching—from teaching. (Male Associate Professor, Sandstone)

Yet this commitment to the research—teaching nexus is a double-edged sword. Several STF's recognised the necessity to have a research profile to advance in the university system, yet also felt that their role undermines the chances of such advancement:

In terms of career advancement, it's research that counts; teaching is not that important. (Male STF, Sandstone)

Another was sharper:

If you're a great teacher and you're not bringing in the dough and you're not publishing in high-quality journals, you're not going to advance, in fact you probably won't survive. (Male STF, Sandstone)

Not surprisingly, in view of these concerns, there was a tendency among those aspiring to an academic career to be seeking to exit the STF category at the earliest opportunity.

Changing collegiality?

STF's wrestle with the ambiguities of their status. The very designation as a 'fellow' was contested. One STF, who had been 20 years in the university system, stated:

I actually call myself a lecturer, I don't call myself a Scholarly Teaching Fellow, because I'm worried about the stigma. (Female STF, Unitech)

In contrast, another STF was concerned about the research load:

My biggest concern about being a permanent academic is it's — it seems to be that the teaching is secondary and it's all about research ... But I love teaching, I love getting in there and being in amongst the students and patients. I don't want the rest of my working life to just be researching and reading. (Female STF, Unitech)

In a similar vein, another STF wanted to maintain the teaching—practice connection, rather than a teaching—research linkage; while a third commented: *'I want to be a teacher with a big T and researcher with a small R'* (Female STF, New Universities).

Ambivalence about their role and status was reflected in the fact that these concerns were balanced against a strong recognition that the positions brought job security. One STF, with 15 years in the system, described this as getting people *'off the treadmill of casualisation'* (Male STF, Unitech). Another STF, with 20 years in the university described the *'sense of legitimacy and self-worth'* that had come with continuing status:

No longer like a dog hanging around the table waiting for someone to throw me a bone. (Male STF, Sandstone)

The positions are also seen as having brought a more diverse range of people into continuing status, beyond those with an international research profile.

There were numerous reports of the positive impact of changed status, from casual to continuing. STFs had gained access to the structures of the university, and were for the most part treated as colleagues, in contrast to their former exclusion as casuals. This gain was set against a sense of structural disadvantage, *'a form of adverse incorporation'*, as one put it (Female STF, Sandstone). Several described the position as a *'foot in the door'*, even while at the same time recognising the limitations:

I would say it's a good start for a young academic. But at this stage, yeah, this leads to nowhere. (Female STF, Unitech)

The sense of limbo was producing interpersonal disjunctures. One STF had stopped trying to explain to sympathetic colleagues the impact of an STF workload. Another had *'this nagging feeling that teaching scholars are not considered academics'* (Male STF, New Universities).

The experience was recounted in which a STF, presenting on their research, was confronted by the surprise of colleagues—an attitude reflected:

Even in the tone of how they give praise—it's like a surprise that you actually know your shit. (Female STF, Sandstone)

STFs self-described as being in *'a glorified clerical position ... a second-class citizen'* (Female, STF Sandstone), or as being on the *'bottom rung'* (Female STF, Unitech) or in a *'dead-end'* (Female STF Sandstone).

Significantly, these concerns were also voiced by a number of senior managers, who were concerned that STFs could be seen as belonging to a '*subclass*' (Female, Senior Manager, New Universities), '*stuck for life*' in the role (Female Senior Manager, Unitech).

Some managers were actively creating pathways, from '*teacher scholars*' to '*teacher researchers*' as one put it (Female Senior Manager, Unitech). An Associate Dean stated:

The last thing that we want [is] these sort of second-class citizens, as far as they're just the workhorse teachers. (Female Senior Manager, Sandstone)

Several other managers praised the contribution of STFs and indicated that they were actively creating means to include them in decision-making structures '*as colleagues, equal colleagues*' (Female Senior Manager, Unitech).

Many STFs reported on how '*warm*' and '*supportive*' their colleagues had been (Male STF, New Universities; Female STF, Unitech). And some STFs moving from casual to permanent status, reported a new-found respect in the academy, one said: '*I don't feel equal but I do feel more a part of everything that's going on*' (Male STF, New Universities); another commented, '*It's definitely nice to belong now*' (Male STF, New Universities).

Chapter 8: STF narratives and future development

For this section of the report we widen the lens to discuss how interviewees interpreted the overall STF experiment. There is considerable variation across universities and across faculties in how STFs have been positioned, and this is reflected in the narratives that have emerged about how they are defined and how they may develop into the future.

We find at least five different interpretations: these often reflect the dynamics of particular faculties and disciplines. In some contexts, for instance, STFs are seen as a pathway to an integrated role for emerging teaching and research academics. Elsewhere, especially in more professional fields of study, they are seen as a means to bring industry professionals into continuing roles.

The narratives of how the STF positions emerged, and have been implemented, demonstrate the growing fluidity of academic work, and highlight wider challenges to the sector in terms of the changing definition of academic work. STFs sit at the nexus between these work role changes and the wider effort at decasualisation.

A vehicle for decasualisation?

The problem of casualisation is recognised, as a Dean in a Gumtree university stated:

I don't think there is any university in Australia that does not see it [casualisation] as a problem at this point in time. (Male Senior Manager, Gumtree)

Yet casual teaching is often presented as a necessary evil, whether to reduce teaching costs, to deal with funding uncertainty and avoid redundancy costs, or to underpin professionally orientated or practice-based degree programs. One STF, who had been a casual for two decades, expressed the disjuncture, between personal concern and the presumed structural context:

there are so many people eking out an existence in casual contracts, much as I did. I don't know how you'd convert all of them, you know what I mean? It wouldn't be sustainable. (Female STF, New Universities)

The STF category was designed to secure decasualisation but certainly in these interviews there is a firm consensus that this has not happened, though they do provide continuing positions for some long-term casuals. Several managers welcome the ability to 'offer jobs to people who have been on sessional contracts for several years' (Male Senior Manager, New Universities), as one put it; to 'do our bit to contribute to the prospects for those casual lecturers' (Female Senior Manager, Unitech), as another put it. One STF spoke of an 'honest spirit in the senior management to look after teachers' (Male STF, New Universities).

A pathway to a teaching–research position?

The primary focus of the STF initiative was on creating income security, and secondarily on enabling pathways into a teaching and research academic role. As noted, this is reflected in

some conversion clauses, and also in comments from STFs who viewed the role effectively as a *'stepping stone'* into an integrated academic role (Female STF, Unitech).

Certainly, both STFs and managers reported that recruitment to the positions emphasised research as well as teaching track record, and in several disciplines a PhD was required. One manager commented that the appointed STFs would have been *'readily eligible for a Level B integrated post if we had one on offer'* (Male Senior Manager, Unitech). The pathway for STFs certainly appeared flawed: as one Associate Dean in a Go8 university put it:

They're really struggling because they're trying to do 80 per cent teaching and the 40 or 50 per cent research. (Male Senior Manager, Sandstone)

This appeared to be a shared experience across many of the STFs, though certainly more sharply felt in less-professionally focused programs, and in the more research-intensive universities. As one stated, the fear is that:

By the end of two or three years you'd be nowhere near as competitive in research. (Female STF, New Universities)

To alleviate this, one senior staff manager reported that a Head of School:

... had made a conscious decision to assign research workload to them so that they would be a position to apply for promotion and become a regular teaching and research academic. (Male Senior Manager, New Universities)

A means of making cost savings?

Cost drivers were identified. Several managers stated they were required to reduce or at least *'keep a control'* of the sessionals budget (Female STF, New Universities) and viewed the introduction of the STF category as a cost-neutral means of achieving this. STFs are considerably cheaper than teacher-researchers, though, as noted by several STFs, the cost saving is only retained if the staff member remains on double the teaching load of an integrated academic. This creates a structural disincentive against conversion into an integrated role.

As noted, managers also interpreted the education-focused role as creating a pathway for existing continuing academics who had been deemed to be not meeting narrowly defined (and highly questionable) research metrics. As one Dean put it, the role is seen as:

A response to academic staff who are not performing on a teaching and research contract. (Female Senior Staff, Redbrick)

Or, as a long-term education-focused lecturer put it, to:

Extract some value out of some of the long-termers here who haven't had good research output. (Male academic, Redbrick)

These comments point to the need to rethink what is counted as 'value' in university research.

Rather than simply defining research terms of academic output, university 'research' more broadly defined should include, for instance, the process of developing a discipline, or of integrating research with teaching and scholarship, or engaging with wider publics and professions. Such broader understandings of research reflect the wider mandates of universities as public institutions, which may not be delivered under a metric-driven model.

A way to enhance teaching?

Several managers emphasised the benefits of STF positions for the teaching process, to create '*teaching specialists*', to '*keep people who are interested genuinely in teaching*' (Male in EFR, New Universities). These interviewees saw them as part of a wider shift to greater recognition of teaching '*as core university business*' (Female Senior Staff, New Universities).

Teaching programs were losing capable casual staff: the STF positions offered '*a patch-up for the fact that there's too many casuals that keep being lost*', the university simply wanted '*to pull some of them in*' (Female STF, Unitech).

For several managers, continuing staff were seen as more committed, having more '*long-term buy-in with the university*' (Female Manager, New Universities). They argued that, unlike a casual, who is paid by the semester and less likely concerned about how subjects are taught in the future, a continuing member of staff was more likely to make year-on-year improvements to subjects. One manager saw it as perfectly logical, that a casual academic would take the attitude that:

I'm teaching this subject. Gee, I wouldn't do it this way. But hey I'm not teaching it next semester so I don't care. (Male Senior Staff, New Universities)

Long-term commitment was seen as having wider flow-on benefits: one Dean in Business hoped the teaching-focused positions would be filled by:

... people who have strong teaching skills and an interest in the scholarship of teaching, [to] really blossom and can really plan their career. (Male Senior Manager, Gumtree)

In disciplines that rely on large numbers of industry professionals to deliver practice-orientated degrees the STF positions offered a means of recruiting continuing staff without PhDs. This was a common view expressed across a wide range of applied disciplines, such as in health, law, engineering, architecture and accounting (excepting business, where external accreditation requires PhDs for teaching staff).

Practitioners could be offered continuing status, to '*get professionals in that don't have the research output*', as one STF working in health expressed it (Male STF, New Universities). The 'teaching-scholar' role offered '*industry relevance and practice*' (Male STF, New Universities) and, as manager argued, enabled a '*more diversified*' workforce (Male Senior Manager, New Universities).

A way of freeing-up researchers?

A surprisingly large number of managers and STFs stated that STFs were being used reduce the teaching load for research-teaching academics. Here STFs were enabling role specialisation on the assumption that *'the teaching load tends to detract from the research'* (Male in EFR, New Universities). Several emphasised the reorientation of research to external metrics rather than to teaching. One executive stated the research metrics had created the need for a separate path:

People coming in have to meet a whole bunch of research targets ... the education-focused positions were a way to still enable us to keep people who are not going to follow that track, but we really want to keep them because of their contributions in the education space. (Female Senior Manager, New Universities)

An industrial imposition?

Finally, a number of interviewees saw the STF initiative as an imposition of the NTEU, as part of the national log of claims and agreed by universities in *'horse trading'* under enterprise bargaining (Male STF, Unitech).

Some simply saw universities as agreeing to an imposed external job security agenda, while others acknowledged that this agenda had to be addressed. As one senior human resources manager acknowledged, rising casualisation had put universities in an unsustainable position in relation to industrial claims for job security:

I think that universities recognised that a big cohort of our teaching is done by casual academics. It's difficult to actually try and say why they're casual and why you can't offer them more secure forms of employment. (Female Senior Manager, New Universities)

STF prospects?

Interviewee perspectives on the prospects for STFs reflected wider concerns about job security and the changing nature of academic work. The STF initiative was interpreted by interviewees as a way to retrieve continuing status for (some) academics in university teaching, and to strengthen the centrality of scholarship in teaching delivery. For some, the STF role was seen as strengthening teaching in relation to research; for others, however, the role was seen primarily as offering a means of allowing researchers to do less teaching and boost research metrics.

An underlying thread of the interview transcripts was a concern that the drive for cost savings constrains the extent to which casualisation of the bulk of face-to-face teaching is a problem that will ever be surmountable. A second cost constraint issue that emerged was that of the extent to which teaching-focused roles can raise the quality of teaching, or whether they will simply facilitate work intensification.

A key dynamic, tracked through the interviews, was the emerging issue of whether unbundling represents work diversification and specialisation, or whether it represents role disaggregation and work intensification. Diversification offers a broadening in the definition *Scholarly Teaching Fellows as a new category of employment in Australian Universities*

of academic work, both of teaching and of research, with specialisation allowing enrichment. Several managers talked of *'diversification in academic roles'*, with the *'opportunity to cross from one to the other'* over the course of a career (Male in EFR, New University). Disaggregation on the other hand is a form of Taylorisation, involving task narrowing, repetition and increased workload volume.

There was strong support across all interviewees for enhancing the synergies between research and teaching. Both managers and STFs, as noted, emphasised the centrality of teaching in research and research in teaching. In this they departed from what has become a dominant rhetoric of interpreting research solely in terms of metrics, and reaffirmed the value of scholarship and engagement—disciplinary breadth and immersion, as well as the more narrowly understood concept of scholarship of teaching.

As to the STF role itself, several STFs made the point that the workload expectations are unrealistic, and clearly need to be lowered, to allow more research or engagement.

There were also calls for greater support and mentorship, especially in defining the role. Interview participants reported uncertainty in expectations, including in terms of what the proper roles should be for education-focused staff at Level A and B. There were requests for the position to be linked to research agendas, whether disciplinary or pedagogical, driven by the research interests of the STF staff themselves.

In terms of career prospects, there were calls for STFs to be supported in shaping their own career trajectories, and specifically for the positions to be transferable across academic roles. One means of enabling the establishment of such pathways would be to adapt the existing unified academic Level A to E career structure (Appendix 2), broadening each level to encompass stronger recognition for the wide range of differing (and emerging) career types for academics.

Education-focused roles can be, and already are, accommodated under the current integrated academic categories. At present, the Level B position is becoming a de facto entry point, based on an increasingly competitive publication threshold. But greater use of the Level A position, providing time for research and scholarship, could provide an entry point with potential for career progression. A separated teaching category such as that created by the STF position, on the other hand, appears to be presenting unintended conversion barriers, threatening career development and staff effectiveness, endangering linkages across teaching and research, and opening up the prospect of a two-tier hierarchy in universities.

One of the most interesting insights from the research has been the relationship between teaching-focused roles and the changing nature of academic research. The somewhat hidden 'sleeper' in the debate is the dramatic shift in the conception of academic research in recent years, from research designed to inform teaching and engagement, to research that appears in practice to be almost exclusively geared to generating metrics-based research outputs. Historically, universities have presented university education as distinctive by virtue of its relationship to the creation of new knowledge and its contribution to the common good—that is, by the teaching–research–engagement nexus (Boyer, 1990, 2016[1996]; Marginson, 2016). With the advent of global league tables for research, and of

national metrics for research performance, it appears that decreasing attention in being given to this critical distinguishing feature of university education.

In creating continuing teaching-focused staff who are not expected to engage significantly in research, the STF initiative inadvertently draws attention to this important shift, and its implications for the status of academic work.

Setting aside the question of academic roles, there is the vital question of insecurity in academic work. This remains the key 'elephant in the room'. Universities depend on casually employed teachers to deliver the bulk of face-to-face teaching, and rely on contract researchers to conduct most of academic research. Together they make up more than half of the academic FTE workforce, yet they are virtually invisible in academic decision-making structures. Casual and contract staff have no meaningful 'voice' in the university, despite making up half the workforce (on an FTE basis). When they do gain a voice, any questions of work insecurity that they pose are invariably placed in the 'too hard' basket.

While casualisation of university teaching and contractualisation of university research have reached increasingly unsustainable proportions, universities find themselves structurally incapable of addressing the issue of job insecurity. The business model for university teaching now depends on academic teachers employed on a semester-by-semester 'gig' (and on the related deterioration of student:teacher ratios). The academic trade union, the NTEU, has, with limited success, made various attempts at conversion for contract researchers, at limiting casualisation rates, and at opening up pathways for casuals into permanent teaching work. The most recent effort has been through the STF experiment. That experiment lays bare many of the consequences of neoliberalisation for both teaching and research, highlighting the crises at the heart of the university system. Arguably, the STF initiative has created a platform for addressing these crises, with all the inherent risks and possibilities this brings.

Chapter 9: Sector engagement and deliberation

A key aspect of the OLT project on which this report is based was to use initial findings from the research to initiate a process of reflection and deliberation over the STF initiative. The project had an ambitious goal of arriving at a sector consensus over the positions. In retrospect this goal was unrealistic.

As outlined in the previous chapter, the initiative has generated a range of diverse responses, and no consensus. Nonetheless, it is certainly the case that the STF initiative has precipitated a long-postponed debate about the nature of academic work and its disaggregation into forms of contingent labour, whether contract research or casual teaching. This debate has great potential in terms of enabling a reengagement in the sector with research and scholarship as fundamental features of university education. Wherever this project was discussed participants directly (and passionately) raised these concerns.

Initial draft findings of this report were discussed in several sector contexts throughout 2018. In July 2018 the research team presented three research papers at the annual conference of the Higher Education Research and Development Society of Australia (HERDSA), held in Adelaide. One focused on the question of calculating rates of casualisation in the higher education sector, the second discussed interview material from the project and the third debated early outcomes of the STF initiative. These papers produced wide-ranging discussions at the conference, which proved very useful for the early analysis of the interview material; all three papers were refereed and later published by HERDSA, and are available via open access online (Broadbent, Brown & Goodman, 2018; Dados, Junor & Yasukawa, 2018; Yasukawa & Dados, 2018). Following on from these papers, co-authors have also published a further book chapter on the issue of statistics in higher education (Dados, Goodman & Yasukawa, 2019), and a journal article debating the STF initiative (under review in 2019).

In October 2018, four focus groups were convened at UTS, each with four-to-five participants. All project interviewees were invited to volunteer for the focus groups and the approximately 20 participants were drawn from the range of universities participating in the study. To promote discussion of the research themes there was at least one STF and one manager in each of the focus groups, and the discussion was led by two members of the research team, over about two hours. A wide variety of issues were canvassed in the focus groups and they were of great merit in helping the research team to clarify the issues. Debates about practice-orientated teaching and research-informed teaching, in particular, were highlighted by a large number of the participants.

In November 2018, the research team convened a plenary discussion at The Australian Sociological Association (TASA) annual conference, held at Deakin University in Melbourne. There were formal presentations on research findings from recent projects on sessional academics (La Trobe) and on early-career academics (Monash and Murdoch), as well as a report on the outcomes of this research project. Presentations were followed by a panel discussion led by Professor Raewyn Connell (The University of Sydney) with leaders in the debate about sessional university work, Claire Parfitt (also The University of Sydney) and Dr Christina Malatzky (The University of Melbourne), who had participated in writing the TASA

report on sessional academics in the sociology discipline. There was wide-ranging discussion especially focused on the particular experience of the contingent academic career trajectory.

In December 2018, the team initiated the planned deliberative conference on the 'Changing Nature of Academic work', focusing on the STF initiative. Again, research participants were invited to attend and the project funded a number of STF staff to come to Sydney and join the discussion. Approximately 100 participants attended the conference. All participants were given a draft copy of the report in advance and the event itself was held over one day, with six workshops and two plenary discussions. The event was opened with a keynote address from Professor Raewyn Connell outlining findings from her new book *The Good University*. The conference was designed around six main themes for workshop discussions, with a workshop on each: crises in higher education and impacts on academic work; transformations in academic teaching; institutional perspectives on EFRs; the STF as a career pathway?; the scholarship-teaching nexus in universities; the academic workforce and academic teaching.

The workshops with research participants were led by members of the research team, and each workshop produced a summary of deliberations, with recommendations. These reports and recommendations were then considered by attendees at the closing plenary session. The outcomes are summarised below, and demonstrate the depth and scope of engagement with the issues raised in this project. Again, the conference was invaluable in helping the research team to clarify research themes and outcomes.

Overall, the project team sought to initiate a multi-sited strategy of engagement on the issues of concern for this project. There has been a website carrying project materials and, as noted, there have already been several publications arising from the project. Follow-up focus groups and the deliberative conference centred on initial findings, along with presentations and discussions at disciplinary and professional venues, have allowed the research team to develop and validate research findings.

The submission and publication of this final report from the project is an important milestone, but one that does not mark the end of engagement with this issue by the research team. As noted, there is a jointly authored journal article to be published from the project, and team members are exploring avenues for publishing a full-length monograph drawing more widely on the project data. The issue itself, of course, has not been resolved, though there are indications of new sites for debating the changing nature of academic work, and how universities and government can or should respond to it.

The Future of Academic Work Conference: Themes and Findings

The deliberative aspect of the conference on the future of academic work was organised around six workshops and a closing plenary. The following summaries outline the main themes.

Workshop 1: Crises in higher education: impacts on academic work

University policy on academic teaching has been driven by external funding constraints, higher education metrics, labour market initiatives and inter-institutional competition, rather than by any consideration of universities and the public good. With uncertain funding, universities have sought to shift risks 'downwards', reducing contact hours and imposing additional fees for students, shifting to non-continuing employment, both for professional and academic staff, with fixed-term contracts for researchers and casual status for teachers. The main problem is that governments are generally happy with the current situation. The question is how to change this? One key issue to focus on is the changing categories of employment and mode of work.

Workshop 2: Transformations in academic teaching?

There is greater intensification, specialisation, stratification and segmentation of academic work. One impact is the growing separation of academic research and disciplinary scholarship from academic teaching. This is driven by two pressures—reduced funding per student and metrics that reward research specialisation. Research and teaching are thus unbundled, and the teaching process is casualised and deskilled, broken into various aspects of delivery. The STF initiative, in part, attempts to bring scholarship back, to reskill the teaching process and recognise the abilities required for university teaching, though there are tensions between this pedagogical objective and the wider industrial objective to enable decasualisation. To address this issue, the university definition of teaching and research has to be revisited. What is scholarship-driven teaching, as required under TEQSA: how should teaching staff contribute to scholarship or research?; what is best practice? Research likewise needs a major rethink—to value research-led teaching and publicly-engaged research.

Workshop 3: Institutional perspectives on education-focused roles

There is significant variation between types of universities, types of faculties, and pedagogical traditions, and the variations produce different outcomes for the STF initiative. The intensification of academic work is carried-over *pro rata* into the STF positions. To address the STF role there needs to be a serious assessment of workload models overall—both of research-and-teaching academics and education-focused academics. Teaching has to be recognised as a key aspect of university work, and universities need to invest in it, in terms of staff time. Education should not be seen as a drain on the university budget, and as a source of faculty cost-cutting. Nor should it be a residual commitment, after the university has secured its research reputation. To defend the quality of education, regulatory bodies need to take a clear stand in favour

of properly funded teaching programs, and be clear about the widely recognised problems of casualisation: TEQSA for instance should clarify on how it assesses the 'risks' that it says come with over-reliance on casual staff, and how universities can be required to address those risks; external bodies, including the NTEU, need to pursue rigorously the issue of wage theft for teaching casuals.

Workshop 4: The STF as a career pathway?

Being an STF does not prepare an academic to become a lecturer: generally, universities do not give credit for undertaking face-to-face teaching, they are more interested in educational development, in terms of subject or course development for instance, and (especially) demonstrated research capacity. In this sense the STF roles exploit the aspirations of those seeking an academic career, who may apply for the positions 'under duress' as there are very few entry-level positions available. The impacts are unacceptable, in terms of workload and health. The STF initiative has also created unrealistic expectations in terms of reduced casualisation. The motives are correct: there is a need for career pathways, for income security and career security. But the mechanism is flawed. There are some improvements, in terms of making the promotion pathway less contingent and conditional, and in terms of reducing the workload. More widely, a paradigm shift is needed in the sector, to define and recognise education, and to require new continuing staff when enrolments increase or staff retire.

Workshop 5: The scholarship–teaching and research–teaching nexus

There is lack of clarity around the meaning of 'scholarship'. In some contexts, a distinction is drawn between scholarship of teaching, and disciplinary scholarship, with STFs told to focus on the former. Staff seeking a career in educational development generally welcome this; those seeking a research-and-teaching career see it as a constraint on academic freedom, and take the view that disciplinary engagement is at least as important as pedagogical development. It is in practice impossible, and counterproductive, to separate the two aspects of scholarship. There is also a growing disconnection between research and teaching, reflecting the output-centred definition of research under ERA. Many STFs seek workload to enable disciplinary engagement and research, but are told the positions do not allow for this. Education-intensive positions like STFs, to the contrary, are often used to free researchers from teaching, and to reduce the 'research active' pool of staff assessed under ERA. Research metrics here delink teaching from research. This needs to be corrected as scholarship and research are essential aspects for any academic role (not least as demonstrated by the importance of the doctorate as an entry-level qualification). Both scholarship and research have to be defined and reasserted as essential to the teaching process.

Workshop 6: The academic workforce and academic teaching

There is a growing crisis in the academic profession. There are several dimensions to this—from the problem of renewal to levels of contingency. For academic work there is a dramatic unbundling of roles, driven in the main by incremental managerial responses to external pressures, rather than by a more proactive rethink of the pre-

existing model of continuing 'integrated' teaching and learning employment. The drift away from this model has put pressure on the unified national career structure for academics, established under the award in 1998. There is a need to revisit that structure to regularise and reintegrate the diverse categories of employment emerging across the sector, establishing sector standards, cross-institutional equity, and best practice for quality higher education (including, for instance, in relation to STFs and EFRs).

Conference Plenary Recommendations

The conference plenary emphasised the need to assess the STF initiative in relation to the extent to which it has reduced sector casualisation in terms of the mode of employment for academics, and also what impacts it has had on academic roles at universities where it was most actively embraced. There also needs to be some assessment of the extent to which it has created a momentum to address casualisation into the future.

In terms of the mode of employment, a key first principle, which applies to any sector, is that there should be ongoing employment for ongoing work. The mode of employment should reflect the ongoing nature of work: the question raised by the STF initiative is how to institute this in academia. The STF positions were secured through enterprise bargaining and now may prefigure more extensive initiatives to address contingency, either through successive bargaining rounds or through other mechanisms, such as via external agencies able to position casualisation as a reputational cost to university administrations. There is strong evidence that such mechanisms may be available, as accrediting agencies recognise the problems of the contingent academy.

A second principle centres on the issue of academic roles. Academics' career progression should reflect capacity, and not be constrained by arbitrary categorisations. This entails a reassertion of 'bundled' roles for academics, allowing capacity to be maximised over the course of a career. The role of a staff member should develop over time and not be locked in. This requires a unified career structure, allowing different forms of specialisation at different stages in a career. Related to this is the challenge to properly define the meaning of university teaching and its relationship with both scholarship and research. Measuring research by scholarly outputs, not by engagement with teaching or more widely with the professions and public life, undermines this.

In terms of the process for achieving this, there is a strong desire to overcome reactive managerialism and supersede inter-university rivalry, and instead use the extensive strategic capacity of the sector to reflect and act on its failings. Related questions about the reviving the idea of the public university were raised, along with other socially-engaged academic initiatives. These can help reconceive and reground the intellectual project of universities, and break the conceptual constraints on rethinking academic work.

Conclusions: Insights, findings and recommendations

The overall outcomes of the STF initiative have been varied. While the number of STFs has been too small to have a direct impact on casualisation, the STF positions that have been created have increased job security, improved recognition of professional academic identity and enhanced institutional inclusion for the 800 academics formerly employed as casuals.

The STF initiative has also generated challenges, principally due to the teaching-intensive workload, combined with lack of clear career pathways, and increased pressure on the health and personal life of STFs. The long-term sustainability of the role is uncertain due to the combination of the teaching-intensive workload and the unresolved ambiguities around career progression.

The research has revealed sector-wide uncertainty about the definition of scholarly teaching in the new regulatory environment, leading to mixed outcomes for teaching and learning quality and student experience. The introduction of the STF role in the context of the broader expansion of teaching-focused appointments has opened up questions about the nexus between research, scholarship and teaching and the future of the traditional 'balanced' teaching-and-research academic role.

Project insights

The research indicates that:

- the scale of STF implementation has been too small to have had a direct bearing on the number of casual academic staff employed but the STF positions have had a sector-wide impact in other ways
- there have been wide variations in how the initiative has been implemented across the sector resulting in different experiences and outcomes for STFs
- the role has brought benefits to former casuals employed as STFs, with many reporting greater job security, recognition of professional academic identity, and institutional inclusion than they previously had as casuals
- many of the positions do not provide employment pathways out of the teaching-intensive role
- satisfactory performance in the role is determined at the institutional level, leading STF recruits to perceive themselves as 'not competitive' for academic roles beyond their current institutions
- the teaching-intensive workload has placed significant pressure on the health and personal life of STFs, in some cases undermining initial improvements in job security
- the long-term sustainability of the role is uncertain owing to the combination of the teaching-intensive workload and the lack of clear pathways for career progression
- the role descriptor reveals a lack of definitional clarity around scholarship and research in the current regulatory environment
- lack of clarity about the nature of scholarship and research within teaching-intensive work profiles has led to mixed outcomes for teaching and learning quality and student experience

- the STF category has emerged as part of a larger tendency across the sector toward the unbundling of academic roles, and the separation of teaching and research.

Project findings: The context for the STF initiative

Project findings regarding the context for the STF initiative are as follows:

a. Rapid sector growth brings new risks and responsibilities. As university enrolments grow, new public expectations emerge for academia. Universities become key expressions of an active citizenry, and their public employees are key players in wider social dialogues. In this context, loss of reputational capital, and of public purpose, becomes a key threat.

b. Falling per-student funding and high-stakes research metrics are reconfiguring the academic workforce. The rise in university enrolments has not seen a commensurate increase in funding. Meanwhile, metrics under ERA narrow university research and widen the rift between teaching and research. Universities invest to maximise short-term returns in research metrics, at the expense of longer-term academic career and workforce development.

c. Australian academia is now deeply segmented, by role and mode of employment. Contractualised senior management and continuing integrated teaching-and-research staff make up the 'core', accounting for about half the workforce; a growing 'periphery' is composed of fixed-term contract researchers and casualised teachers (about a quarter each, FTE).

d. Sector renewal has become a major concern, but also an opportunity. Casualisation, and academic 'gig' work, is widely seen as unsustainable, both for individuals and for the sector. There are few people in the sector willing to argue for increased casualisation, and many now argue for the benefits of increasing the proportion of continuing academics in the workforce.

Project findings: STFs and the academic workforce

Project findings regarding the position of STFs in the academic workforce are as follows:

e. The STF role addresses casualisation by offering income security for (some) casual teaching staff. STFs have offered greater income security for appointees than casual employment. For many, the continuing status offered to them as STFs has come after many years, in some cases decades, of work as casual teaching academics. These benefits are much more limited for those placed on fixed-term STF contracts.

f. The STF role is being defined outside of the integrated academic career structure. The STF initiative created a separate entry-level employment category. Contractually, STFs have departed from the integrated award for 'teaching and research academic staff' (see Appendix C), though may be articulated with it.

g. STFs are being defined solely as teachers rather than as education-focused staff. In many contexts the STF role has been determined largely or even solely in terms of face-to-

face teaching and related subject coordination or administration. The STF positions are termed 'scholarly', yet often the teaching load offers little if any scope to develop scholarship, to advance pedagogy or to engage with disciplinary development or research.

h. STF teaching workload is unsustainable for academics and for the sector. Currently, for a teaching and research academic a 40 per cent teaching workload is always greater than 40 per cent of a 35-hour week. When an already over-intensified teaching workload is doubled to create an 80 per cent teaching load the result is a job that is impossible to sustain over more than a short period of time. As entry-level positions they produce workforce attrition, and fail to 'renew' the sector.

i. STFs in many institutions are unable to seek promotion as education-focused staff. STF status is preferable to casual sessional status but the workload model only serves staff who have no intention of developing a research profile, and no desire to be promoted above Level B (STFs often do not have the option of progressing beyond Level B as an education-focused academic).

j. STFs are unable to develop a research profile. Continuing academic appointees at 40 per cent teaching load are generally accorded a two-year reduction on their teaching load to develop their teaching capacity and/or research track record. STF appointees are accorded no such recognition, yet at an 80 per cent teaching load are expected develop a research track record over the first three years of employment if they subsequently wish to be accorded loading for research.

k. Academic casualisation is a major problem but the STF initiative falls short as a solution, both qualitatively and quantitatively. Academic casualisation is not sustainable. Although STFs were initially proposed as a means of reducing casualisation, there is no evidence this has been achieved; they offer a pathway into continuing academic status for a small number of existing casual staff; in some cases, STFs have been used to fill teaching-and-research vacancies.

l. As an alternative, education and industry-focused academics can be recruited to Level A entry positions. There is currently nothing to prevent the appointment of education- and industry-focused academics to Level A entry positions—an option that avoids the creation of a segmented employment stream. Universities regularly recruit casual academics into advertised Level A positions, including education-focused and industry-centred staff. Several universities have now created career paths for staff in such roles.

m. There is a risk that the STF classification will be used as a 'Trojan Horse' to expand use of education-focused contracts. The STF position normalises an intensified workload model that can then be used to undercut existing 'integrated' models. In some universities, continuing academic staff not producing the research outputs deemed necessary to influence metrics-based ranking can be forced onto an education-focused contract, losing access to a research workload.

n. There is no consensus among university managers on the STF initiative: some see its benefits while others are more critical. There is a wide range of positions from university managers, from critical to welcoming. Several resent the STF category as impinging on

‘managerial prerogative’, or object to the workload model as unsustainable. Generally, all recognise the need to reduce casualisation, and welcome existing casuals into STF roles, though they may question the approach.

o. There are numerous agencies, along with universities, that have responsibility and capacity to address these issues. Agencies with responsibility for overseeing university growth and renewal include disciplinary associations, university peak bodies, government agencies, accrediting agencies and professional bodies, representative bodies such as the NTEU and student organisations, and university rankings agencies. All are increasingly being forced to address contingency.

Project recommendations

The project makes the following recommendations, as based on the findings.

1. Income security and career progression are required for all staff engaged in ongoing work. [findings e, h, k] Universities must phase out the use of casual or fixed-term contracts wherever there is ongoing academic work. There is no justification for creating academic contingency for work that is ongoing; there is equally no justification for denying career pathways for academic staff.

2. Universities should create new entry-level positions at Level A to decasualise ongoing work. [findings c, f, k, l, m, n] The STF initiative demonstrates the centrality of income and career security for academics. Sector-wide targets, perhaps over a decade, are essential to phase out reliance on casuals for ongoing teaching work. Under the existing award, entry-level positions may be education-focused or industry-centred, with prospects for development and promotion within the integrated academic career structure. There is no necessity for a separate STF-like mode of employment for these academics.

3. Existing STF positions should be integrated as ‘research-and-teaching’ positions. [findings l, m, n] The STF initiative was an important initial attempt to address teaching casualisation. The positions clarified the importance of the integrated career structure for the sector and now should be absorbed. Several universities already appoint education-focused staff to teaching-and-research positions, in conformity with the award.

4. Universities can use the existing integrated career structure for education-focused staff. [findings l, m] Education-focused positions, embedded in scholarship, are becoming increasingly important for the sector. It is essential that these positions are integrated into the existing career structure, allowing scope for scholarship and research along an academic’s career path.

5. Face-to-face teaching load for education-focused staff should be no more than 60 per cent. [findings g, h, j] Teaching workload should be applied only after there is a baseline provision for academic administration, engagement, educational development and disciplinary scholarship, of at least 40 per cent. This should apply to STFs as there is no reason why universities should give Scholarly Teaching Fellows a higher hours loading.

6. Teaching workload should reflect hours worked. [finding h] Universities should ensure that teaching workload for all academic staff accurately reflects the hours in the week that are available for teaching. Universities could use the existing schedule of ‘activity descriptors’ for casual academic staff to establish a more sustainable teaching workload for education-focused academics.

7. Sector renewal is needed and should be implemented in a way that promotes career security. [findings a, b, d, f, h, i] Career security is a major factor in overall job security, especially given the importance of the PhD for academic career advancement. Furthermore, as institutions of higher learning, universities need to create pathways that reflect the developing capacities of staff members, and not lock staff into a fixed role. Entry-level positions need to reflect this.

8. Casual teaching academics should be appointed to Level A education-focused positions, rather than to STF positions. [findings c, f, k, l, m, n] As spelt out in the award (Appendix 2), the integrated academic career structure can accommodate education-focused staff at Level A. The staff member is ‘expected to develop their expertise in teaching and research’: there is no requirement for demonstrated research capacity. Most casual teaching staff would meet these criteria.

9. University funding should ensure that the teaching–research nexus is sustained. [findings a, b, c, d, k, n, o] Vision is needed, sector-wide, to plan for growth. Per-student funding should be boosted and linked with research funding to strengthen the role of disciplinary scholarship in teaching. Research should be defined in relation to teaching, as well as in relation the creation of new knowledge.

10. A multi-pronged strategy needs to be developed to mobilise the effort to address high levels of university casualisation and facilitate scholarship-based teaching. [findings a, b, c, d, n, o] There are numerous agencies, along with universities, that have responsibility and capacity to address the issues outlined in this report, and to take up these recommendations. There is considerable capacity that has not been mobilised in pursuit of decasualisation and in asserting the intellectual foundations of academic work and the wider public purpose of the university system.

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Appendix A: Certification by Deputy Vice-Chancellor

Certification by Deputy Vice-Chancellor, Professor Shirley Alexander, University of Technology Sydney

I certify that all parts of the final report for this OLT grant provide an accurate representation of the implementation, impact and findings of the project, and that the report is of publishable quality.

Name: 

Date: 14/06/2020

Appendix B: STF Claims and Outcomes: Comparison of NTEU Mandatory Claims for Scholarly Teaching Fellows and Enterprise Agreements Clauses for Scholarly Teaching Fellows and Teaching-focused roles at selected universities

INSTITUTION	POSITION	NUMBER	ELIGIBILITY & EXCLUSION	WORKLOAD	SALARY	CONTINUITY & PROMOTION	LINK TO SCHOLARSHIP	LINK TO CASUALISATION
NTEU Mandatory Claim	Scholarly Teaching Fellow (STF)	6.7% of reported casual rate in each year to a total of 20% of reported casual rate over the agreement	Existing or former academic fixed term or casual staff of any Australian University. Minimum 12 months, continuing appointments not be eligible.	Teaching focused with up to 70% teaching and teaching related activities. Minimum of 20% allocation for 'scholarship or research'.	Incremental 5 steps in salary range starting at PhD point.	Continuing. Promotion to regular Level B teaching and research position after 3 years as STF, can also be prior.	Scholarship as part of valuing the work of teaching-focused academics and assessing their performance according to what they do rather than an ideal academic archetype.	20% reduction in casual employment by expiry of agreement, no less than 7% reduction in each of the years of the agreement.
Deakin	Scholarly Teaching Fellow (STF)	40 – with 10 for each year. No more than 20% of Deakin academics to be on the max 70% teaching allocation associated with this position.	Appointees must have minimum 1 year experience at an Australian university, excluding continuing positions..	Teaching intensive, with up to 100% of work allocation as teaching, teaching-related service and scholarship. Maximum face-to-face teaching hours not given.	From Level A to B Step 3.	Continuing. Promotion possible after probationary period (which may be up to three years). If promotion is successful, appointee is no longer STF.	Scholarship and research are discussed as a single category. STFs have min 10% for scholarship allocation but no allocation for research.	Appointed to undertake work previously done by academic casuals. University endeavours not to exceed total number of casuals at date of EA.

INSTITUTION	POSITION	NUMBER	ELIGIBILITY & EXCLUSION	WORKLOAD	SALARY	CONTINUITY & PROMOTION	LINK TO SCHOLARSHIP	LINK TO CASUALISATION
University of Technology Sydney	Scholarly Teaching Fellow (STF)	30 over the life of the agreement	Appointees must have minimum 1 year experience at an Australian university, excluding continuing excluded.	Up to 70% teaching with 20% research and scholarship, and 10% other duties. Maximum face-to-face teaching hours not given.	From Level A, Step 3 to Level B, Step 2.	Continuing. No automatic conversion to standard Level B teaching and research after 3 years probation.	Scholarship and research are separate categories of work. STF allocation is 20% scholarship <i>and</i> research.	STF positions designed to undertake work previously done by casuals. This work should comprise 80% of STF teaching load.
University of Sydney	Scholarly Teaching Fellow (STF)	80 by 1 July 2016.	PhD plus min. 12 months casual or fixed-term experience at an Australian university in previous 5 years. Continuing appointments excluded.	Workload not given. Scholarship <i>and</i> research must not be less than 20%.	Level A to Level B, Step 3.	Continuing. Standard teaching and research role after promotion to Level B, Step 3.	Scholarship and research are separate activities and distinct categories of work. STF workload allocation is for 20% scholarship <i>and</i> research	Positions established to perform work previously done by casuals. Casual threshold set at 5% of total Level B appointments of each faculty.

INSTITUTION	POSITION	NUMBER	ELIGIBILITY & EXCLUSION	WORKLOAD	SALARY	CONTINUITY & PROMOTION	LINK TO SCHOLARSHIP	LINK TO CASUALISATION
Griffith	Scholarly Teaching Fellow (STF)	12 positions over the life of the agreement.	PhD plus casual or fixed-term employment experience with a minimum of 24 months employment for fixed-term or casual teaching for a minimum of 4 semesters over previous 3 years. High calibre teaching performance a stated requirement.	Teaching intensive with a teaching allocation up to a maximum of 75%. The remaining 25% is allocated to scholarship and service. Maximum face-to-face teaching hours not given.	Level A, Step 6 or Level B, Step 1.	Continuing. Promotion to Level B (for Level A appointees) or conversion to standard Level B teaching and research is possible after 2 years. Appointees retain 70% teaching in first year after conversion.	Scholarship and research are separate and activities allocated under a single category of work. STF workloads are given for 'scholarship'. This is separate to research and means activities that inform evidence-based teaching.	STF positions designed to undertake work previously done by casuals. This work should comprise 80% of STF teaching load. University endeavours not to engage in 'casualisation' and commits to reducing usage of casual employment.
Victoria Uni	Academic Teaching Scholar (ATS)	40 – 10 each year over life of agreement.	Graduate Diploma or Certificate or Honours degree and 12 months experience in an Australian university, excluding continuing jobs.	Above 70% teaching allocation. Equivalent to a minimum of 18 contact teaching hours per week.	Level A, Step 3 to Level B, Step 2.	Continuing or fixed-term.	Scholarship and research are separate but allocated as a single category of work. Allocations for ATS not given.	Positions designed to undertake work previously done by casuals.

INSTITUTION	POSITION	NUMBER	ELIGIBILITY & EXCLUSION	WORKLOAD	SALARY	CONTINUITY & PROMOTION	LINK TO SCHOLARSHIP	LINK TO CASUALISATION
UniSA	Teaching Academic	40 continuing to be appointed from Teaching Academics on fixed term contracts.	Casual academic employment in previous 12 months and no continuing employment at UniSA in previous 3 years.	Up to 80% teaching and administration with an allocation for scholarship in remaining 20%.	Continuing appointments start at Level B, Step 1.	Can be appointed as fixed-term or converted to continuing from an existing fixed-term Teaching Academic role.	Scholarship and research are separate activities and distinct categories of work. Teaching Academics do not have a research allocation.	No more than 25% of workforce can be casual. Teaching academic roles designed to help casual academic staff obtain more secure employment.
University of Canberra	Assistant Professor - Education Focused	Number of positions is not stated in the Agreement. NTEU data says 23 positions to be appointed. (This means seven (30% of 23) should be drawn from casual/ fixed-term pool).	30% of recruits into AP (EF) positions must have been casual or fixed-term employees at an Australian university in the previous three years.	Teaching intensive, with up to 17 hours per week (578 hours per year) of face-to-face teaching.	From Level B, Step 2 to Level C, Step 6 (ends at Level D if promotion is successful).	Contingent continuing'. Initial contract 3.5 to 7 years. Continuity depends on likelihood of promotion to Level D (Associate Professor) within 7 years. If promotion unlikely, the contract may be terminated.	Scholarship and research are separate activities and categories.	30% of AP(EF) appointees should be casual / fixed-term employees at Aust uni in previous three years. University endeavours not to ensure that casual academic levels do not rise during the EA.

INSTITUTION	POSITION	NUMBER	ELIGIBILITY & EXCLUSION	WORKLOAD	SALARY	CONTINUITY & PROMOTION	LINK TO SCHOLARSHIP	LINK TO CASUALISATION
WSU	Teaching Focused Roles (TRF)	50 over the term of the agreement (2014-2017).	For internal applicants on existing fixed-term TFR, or with minimum casual employment in 4 teaching sessions in previous 3 years, or external applicants with PhD and 12 months experience as casual or fixed-term.	16-17 hours weekly teaching allocation.	Starting salary for appointee with PhD is Level A, Step 3.	Continuing for existing TFRs and internal applicants. Fixed-term or continuing for external applicants.	Teaching and research both include scholarship. Scholarship is not a separate category. However, TRFs are not allocated research or expected to produce research outputs.	Positions designed to undertake work previously done by casuals. 30% of appointees must be external applicants drawn from applicants in casual employment.
Swinburne	Academic Tutor	50 over the life of the agreement (2015-2017).	Casual conversion positions for casuals who have taught 72 hours as a sessional in each of the 3 years prior to conversion, or have reasonable grounds for breaks.	Not given, but position may be fractional. No more than 10% of work to be lecturing.	Level A, Step 2 (without PhD) to Level A, Step 6 (with a PhD)	Continuing or fixed-term.	Scholarship and research are separate and distinct activities but allocated as a single category of work. No reference to either for Academic Tutors	This Enterprise Agreement, including this casual conversion position, reached after a dispute, partly over attempts by the university to remove limits on casualisation.

INSTITUTION	POSITION	NUMBER	ELIGIBILITY & EXCLUSION	WORKLOAD	SALARY	CONTINUITY & PROMOTION	LINK TO SCHOLARSHIP	LINK TO CASUALISATION
UNSW	Unnamed	30 over the life of the agreement (2015-2018).	Not stated. The positions may be for Early Career Academics or post-graduate students.	Not given, but presumed teaching intensive as the purpose of the positions is to undertake work that would be done by casuals.	Not stated.	Not stated.	Scholarship and research are separate activities.	Designed to undertake work previously done by casuals. Commitment to improving job security and continuing work.

Appendix C: Higher Education Industry Academic Staff Award 2010

This Fair Work Commission consolidated modern award incorporates all amendments up to and including 21 November 2018 (PR701683,PR701398). As at: <http://awardviewer.fwo.gov.au/award/show/MA000006>

Schedule A—Minimum Standards for Academic Levels (MSAL)

A.1 Teaching and research academic staff

A.1.1 Level A

A Level A academic will work with support and guidance from more senior academic staff and is expected to develop their expertise in teaching and research with an increasing degree of autonomy. A Level A academic will normally have completed four years of tertiary study or equivalent qualifications and experience and may be required to hold a relevant higher degree.

A Level A academic will normally contribute to teaching at the institution at a level appropriate to the skills and experience of the staff member, engage in scholarly, research and/or professional activities appropriate to their profession or discipline, and undertake administration primarily relating to their activities at the institution. The contribution to teaching of Level A academics will be primarily at undergraduate and graduate diploma level.

A.1.2 Level B

A Level B academic will undertake independent teaching and research in their discipline or related area. In research and/or scholarship and/or teaching a Level B academic will make an independent contribution through professional practice and expertise and coordinate and/or lead the activities of other staff, as appropriate to the discipline.

A Level B academic will normally contribute to teaching at undergraduate, honours and postgraduate level, engage in independent scholarship and/or research and/or professional activities appropriate to their profession or discipline. They will normally undertake administration primarily relating to their activities at the institution and may be required to perform the full academic responsibilities of and related administration for the coordination of an award program of the institution.

A.1.3 Level C

A Level C academic will make a significant contribution to the discipline at the national level. In research and/or scholarship and/or teaching they will make original contributions, which expand knowledge or practice in their discipline.

A Level C academic will normally make a significant contribution to research and/or scholarship and/or teaching and administration activities of an organisational unit or an

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

interdisciplinary area at undergraduate, honours and postgraduate level. They will normally play a major role or provide a significant degree of leadership in scholarly, research and/or professional activities relevant to the profession, discipline and/or community and may be required to perform the full academic responsibilities of and related administration for the coordination of a large award program or a number of smaller award programs of the institution.

A.1.4 Level D

A Level D academic will normally make an outstanding contribution to the research and/or scholarship and/or teaching and administration activities of an organisational unit including a large organisational unit, or interdisciplinary area.

A Level D academic will make an outstanding contribution to the governance and collegial life inside and outside of the institution and will have attained recognition at a national or international level in their discipline. They will make original and innovative contributions to the advancement of scholarship, research and teaching in their discipline.

A.1.5 Level E

A Level E academic will provide leadership and foster excellence in research, teaching and policy development in the academic discipline within the institution and within the community, professional, commercial or industrial sectors.

A Level E academic will have attained recognition as an eminent authority in their discipline, will have achieved distinction at the national level and may be required to have achieved distinction at the international level. A Level E academic will make original, innovative and distinguished contributions to scholarship, researching and teaching in their discipline. They will make a commensurate contribution to the work of the institution.