The Sessional Academic Workforce: The University of Newcastle – An Australian Case Study

Professor John Germov and Tina Crawford
Increasing ‘casualisation’ of the Australian workforce

- The growth in student enrolments in the Australian university sector has seen a parallel expansion in the sessional academic workforce
  - Estimated at between 20 to 25 per cent of the academic workforce
    - This cohort is responsible for a substantial amount of teaching delivery
    - Rise of the ‘precariat’: Proportionally mirrors that of the overall Australian workforce

- Some non-tenured academic staff have become so entrenched in the university sector that they are effectively ‘permanent sessionals’

- Australia is not alone in witnessing the rise of precarious forms of employment in academia, with comparable trends in many Western countries

Changing proportion of Australian sessional workforce

Source: LH Martin Institute (2016) Contingent Academic Employment in Australian Universities
A global phenomenon?

More than 75% of the instructors teaching in higher education in the United States do not have tenure

Source: Inside Higher Ed, April 2017
The value of the sessional workforce

Traditionally, this workforce has been used in instrumental ways to address:

- Real declines in public funding per student
- Increased enrolments in response to the Demand Driven System in Australia
- Improve operating margins to fund university strategies
- Expansion of full fee / offshore / online delivery of degree programs
Sessional workforce by function in 2013: ‘Teaching fodder’ approach

- Majority of teaching-only functions performed by sessional staff
- Majority of research-only staff are on fixed-term contracts
- Majority of ongoing (tenured) staff are employed in a ‘teaching & research’ function

Figure 3. FTE academic staff by function and contract type (%) in 2013 (Australian Government, 2015a)
The increasing value of a satisfied sessional workforce:
Student Experience, Completions and Employment

Budget 2017-18

Proposed…

• 2.5% efficiency dividend in 2018 & 2019 (on CGS)
• 7.5% of each university’s Commonwealth Grant Scheme (CGS) funding will be put into a ‘contestable pool’ tied to performance – a move towards an Australian version of a Teaching Excellence Framework
  • In 2018, this will be linked to admissions reform and transparency of research and education costs
  • From 2019, universities will be assessed on retention and success
  • Any funding withheld from a university will go to others better meeting their performance indicators
  • The return of the ‘teaching-only’ institution?

“In a world where universities rather than Canberra bureaucracies determine the number of students they enrol and the disciplines in which they are enrolled there must be a mechanism that ensures accountability to public policy priorities, especially the quality of student outcomes”

Senator the Hon Simon Birmingham, Minister for Education and Training
A shift in workforce capabilities…

**AGILE AND FLEXIBLE**
- Volatility in student expectations and study patterns
- Greater focus on completions and graduate employability
- More flexible workforce management

**PROFESSIONALISATION**
- Systematic, strategic and dynamic professional development
- Need to focus on sustained currency of capability and skill sets
- Reconceptualising the nature of academic work

**SPECIALISATION**
- Moving away from the 40/40/20 academic profile
- Permanent sessionals
- Rise of hybrid and specialist roles: Practitioner academics / ‘para-academics’ / ‘third space’ professionals: digital learning designers / student enrichment officers
New and enhanced workforce skills

Digital literacy and learning analytics

Industry-focused and production-based

Globally connected

Personalised learning and student diversity

Student-centered adaptive learning

Interdisciplinary collaboration
A universal ‘culture-shift’ is required: Treating sessional staff as a valued workforce cohort

• A culture-shift is required in the sector: Sessional staff are often without representation or voice and lack tailored support, development and recognition
  • Often left to ‘fend for themselves’, sessionals are rarely included in staff communication, engagement and development activities
  • Sessional staff are under-valued in terms of their impact on the student experience

• Sessional academic staff are an integral part of the overall university workforce

• While all staff matter, the quality of the student experience and student outcomes will be substantially shaped by the satisfaction and performance of the non-tenured workforce
UON Academy

A community for sessional academic staff
The Sessional Workforce: A Strategic Priority

UON Future Workforce Plan

Strategic Objective 3.2: Establish the ‘UON Academy’ to recognise the importance of the contribution of sessional and casual academic staff by providing systematic support for their engagement, development and performance

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## Aligned to UON’s workforce strategy

<table>
<thead>
<tr>
<th>Objective 1: Staff are supported to perform at world class levels</th>
<th>Performance &amp; role clarity</th>
<th>Leadership capability</th>
<th>Talent attraction &amp; retention</th>
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<tr>
<td>• Ensure proportion of ongoing academic staff with doctoral qualifications &gt;80% by 2015</td>
<td>• Introduce UON Professional Development Program</td>
<td>• Recruit &amp; retain outstanding staff • Introduce a sector leading Employee Value Proposition</td>
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<th>Objective 2: Build leadership capacity &amp; capability to deliver 2025 vision</th>
<th>Performance &amp; role clarity</th>
<th>Leadership capability</th>
<th>Talent attraction &amp; retention</th>
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<td>• Ensure effective succession planning processes • Provide access to robust, real-time &amp; relevant performance data</td>
<td>• Develop a Leadership Framework that articulates skills &amp; capabilities supported by development programs</td>
<td>• Attract outstanding leading academics to UON as global innovation chairs</td>
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<th>Objective 3: Clarity about roles &amp; performance to support career aspirations</th>
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<td>• Develop a new Performance Review &amp; Development Framework (PRD) that defines performance expectations &amp; career aspirations</td>
<td>• Provide systematic support &amp; development to sessional staff</td>
<td>• Enhance career pathways &amp; mobility of professional staff • Revise the induction process for all staff</td>
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Consultation and stakeholder engagement

- Sector consultation and benchmarking
- Executive committee endorsement and project sponsorship
- Formation of advisory group: Cross-section of University staff to obtain feedback on draft initiatives prior to implementation
- UON’s sessional academic workforce was heterogeneous and consisted of distinct cohorts:
  - ‘Permanent sessionals’
  - Qualified academic job seekers
  - Higher Degree Research students
  - Multiple job holders and self-employed professionals
  - External industry experts
  - Retired academics
- Mutual agreement between the NTEU and UON was reached on the establishment of the UON Academy and written into our current EA (clause 34.38)
- One-on-one meetings with HOS and Executive Officers to understand the business need
Establishment of the UON Academy

- The UON Academy aims to engage, support and develop a highly-valued community of sessional academic staff.

- Two main streams:
  - Practical framework components related to services, access, communication and information.
  - Leadership behaviours that would be required to ensure successful implementation of the changes and sustainable cultural shifts in the value placed on sessional staff.

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Aligned to UON’s Leadership Framework

THE UON LEADERSHIP FRAMEWORK
This diagram shows the link between the six Leadership Capabilities and UoN’s Vision

SHAPE THE FUTURE
by taking a University-wide perspective to understand the broader and longer term factors that may impact UoN

ENGAGE BEYOND THE UNIVERSITY
by understanding the sector, building strong connections to create a positive impression of UoN and build its reputation

WORK COLLABORATIVELY
by being a good UoN citizen; building relationships across the University and considering the impact actions and decisions have on others

STRIVE FOR EXCELLENCE
by demonstrating a strong ‘can-do’ approach; striving to achieve high standards and investing time coaching, mentoring and developing colleagues

DRIVE PERFORMANCE
by having a clear understanding of performance expectations and taking accountability for delivering plans/targets/KPIs

SHOW COURAGE AND RESPECT
by challenging unacceptable behaviour respectfully and remaining calm and objective when undertaking difficult conversations

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Practical components for great impact: Services, systems, access and information

- **Transparent recruitment**: Recruitment, Selection and Appointment for Casual Academic Staff guideline
- **Orientation**: Induction to the University and UON Academy orientation, together with the Health & Safety and Equity & Diversity orientation (all online)
- **A ‘one stop shop’**: Dedicated UON Academy website established with links to the Centre for Teaching and Learning; Plus dedicated e-newsletter and communication channels such as a LinkedIn group
- **Development support**: Refreshed professional development courses
- **Expanded benefits**: Salary sacrifice superannuation
- **Systems continuity**: Library, parking and IT access for all sessional academic contracts implemented across the entire year
- **Tailored sessional staff survey**: A revised version of the Your Voice Survey
- **Reward and recognition**: Teaching awards; Sessional academic staff scholarships for professional development; Changing terminology from ‘casual’ to ‘sessional academic staff’
Involve, Support, Develop

Recognising the inspiring

Tessa Rendoth, special education teacher, won UON Academy’s inaugural $1,000 professional development prize in recognition of excellence and providing an exceptional student experience.

The UON Academy received a number of remarkable nominations after asking the UON community to recognise sessional academics in a 200 word submission. The runners up were Adam Manning, a percussion teacher in the School of Creative Arts and Megan Sharp who works in the English, Languages and Foundation Studies Centre. Both were nominated by colleagues.
Listening and responding to sessional staff: 2016 Your Voice Survey results

What our sessional academics say?

- 96% – “Like the kind of work I do”
  - 8% above the sector benchmark
- 80% – “My supervisor provides me with good support”
  - 12% above the sector benchmark
- 78% – “I feel a sense of loyalty and commitment to UON”
  - 11% above the sector benchmark
- 85% – “I am proud to tell people that I work for UON”
  - 3% above the sector benchmark
Key Success Factors

- Embed in institutional strategy
- Get executive sponsorship and support to drive implementation of initiatives and support a culture-shift across the institution
- Align with workforce strategy and key workforce tools
- Include the sessional ‘voice’ in decision-making
- Review, adjust and close the feedback loop
Next steps: 2017 and beyond…

- Closer alignment of the UON Academy and our Centre of Teaching and Learning to deliver targeted professional development for sessional staff
- Pilot two-way feedback processes for sessional staff in academic organisational units (e.g. Schools / Departments / Discipline)
- Host a sector networking forum to share experiences in supporting sessional staff and learning from each other
- Embed a continuous improvement approach towards communication and engagement with sessional staff
- Provide ongoing recognition of excellence in our sessional staff cohort
QUESTIONS

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